DOCUMENT RESUME

ED 481 710 HE 036 270

TITLE	The NEA 2003 Almanac of Higher Education.
INSTITUTION	National Education Association, Washington, DC.
PUB DATE	2003-00-00
NOTE	194p.; Accompanying CD-ROM is not available from ERIC.
AVAILABLE FROM	For full text: http://www.nea.org/he/healma2k3/ index.html.
PUB TYPE	Collected Works - General (020) -- Reference Materials - General (130)
EDRS PRICE	EDRS Price MF01/PC08 Plus Postage.
DESCRIPTORS	*College Faculty; Computer Uses in Education; Diversity (Faculty); *Educational Finance; *Educational Technology; Employment Level; *Faculty Development; Federal Government; *Higher Education; Retirement Benefits; Teacher Salaries
IDENTIFIERS	Support Personnel; Whistle Blowing

ABSTRACT

This 10th anniversary edition of the almanac includes: "Foreword" (Rachel Hendrickson); "Overview" (Harold S. Wechsler); "Faculty Salaries: 2001-2002" (Suzanne B. Clery and John B. Lee); "Diversity, Nonstandard Work, and Academic Employment in the 21st Century" (Henry Lee Allen); "The Federal Role in Higher Education" (Thomas R. Wolanin); "Higher Education Finances: In Recession Again" (William Zumeta); "Bargaining Professional Development" (Gary Rhoades, Rachel Hendrickson, and Christine Maitland); "The Use of Technology: Institutional Issues" (Marilyn Amey and Kim VanDerLinden); "Faculty Benefits and Retirement: Fighting Off the Bears, Part II" (William Dale Crist); and "Higher Education Support Professionals: Their Fear of Speaking Out" (Linda K. Johnsrud). A CD-ROM is included that contains the NEA 2001-02 Faculty Salary Report and articles from previous NEA Almanacs covering faculty workload and productivity, bargaining, and state higher education finances. (Papers contain references.) (SM)

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The NEA 2003 Almanac of Higher Education

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The CD-ROM included with this book contains the NEA 2001–02 Faculty Salary Report *and articles from previous* NEA Almanacs *covering faculty workload and productivity, bargaining, and state higher education finances.*

Foreword

By Rachel Hendrickson

Rachel Hendrickson *serves as the NEA higher education coordinator. Hendrickson holds a Ph.D. in English and a M.S. in industrial relations, both earned at the University of Rhode Island. She served on the board of the Industrial Relations Research Association.*

Hendrickson is the author of "Significant Labor and Employment Law Issues in Higher Education During the Past Decade and What to Look for Now: A Union Perspective," published in the Journal of Law and Education *(July, 2000).*

America was still reeling from the events of September 11 when last year's *NEA Almanac* went to press. Uncertain of safety, unsure of direction, Americans turned inward and looked for assurance that our way of life remained secure and right. Many Americans saw enemies among the world's citizens–those who were not "us." Our government paid too much attention to "security" and not enough to "homeland." And our already tense colleges felt the weight of this attention: campuses, for instance, were asked to become arms of the INS.

Some internal constituencies also succumbed to fear: administrators and trustees abrogated academic freedom by looking askance at statements they should protect. These boards and administrators forgot—or never understood—a fundamental tenet of American higher education: our colleges thrive on questioning and on dissent without fear of reprisal. We examine all sides of an issue, we debate and analyze at a deliberate but sure pace.

Our campuses are conducting these deliberations as the *NEA 2003 Almanac* goes to press and as the country moves closer to war. Many campuses are witnessing renewed activism. This activism may be less noisy, ubiquitous, and colorful than the anti-war movement of a generation ago, but it reflects the same sentiment. We already are engaged in a war, protesters argue, and have been for decades–a war on ignorance and poverty. Shooting wars, protestors argue, divert us from this other war, now starved for resources.

We can win this war on ignorance and povery. How? Through education. But, as states face disastrous budgets, legislators and government officials look for "easy" cuts—and these officials often view higher education as a budget-balancer. Our campuses face difficult choices in resource allocation at a time when Americans should invest more in education.

But adequate funding places the responsibility back on us: to turn from the mercenary and from "me-ism" toward contributing to our local, national, and world communities. Renewed activism must defend academic freedom and combat intolerance and social isolation. We must embrace the diversity of opinion that opens minds and fosters a society where all may flourish. We should promote integrity so that our graduates advance social responsibility and ethical behavior in our corporations and in our political and religious institutions. And our colleges must cultivate civic engagement among our students—our future leaders—so that an invigorated polity will stand for combating ignorance, promoting democracy, and lifting the world's citizens out of poverty.

Overview

By Harold S. Wechsler

Harold S. Wechsler *is a professor of education at the Margaret S. Warner Graduate School of Education and Human Development, University of Rochester.*

A former editor of NEA higher education publications, Wechsler writes on the history of minority access to college, efforts to reduce racial and ethnic prejudice on college campuses, ethnic studies, and education for business and for teaching. He is writing a history of efforts by the National Conference of Christians and Jews to combat campus prejudice.

Wechsler's current publications include "Eastern Standard Time: High School-College Collaboration and Admission to College," published by the College Board in, A Faithful Mirror: Reflections on the College Board and Education in America, *an anthology of essays commemorating the board's centennial, and* Access to Success in the Urban High School: The Middle College Movement, *a study of high schools for at-risk students, located on community college campuses, published by Teachers College Press.*

This tenth anniversary edition of the *NEA Almanac of Higher Education* has a new format and design. We're including a CD-ROM disk that contains NEA-IPEDS salary data for 2001–02—the material formerly included in the Faculty Salary Report. Placing the salary data on a disk permits us to analyzing more key issues confronting American higher education by expanding the editorial content of the *NEA Almanac.* The CD also includes electronic files from past *NEA Almanacs.* We hope these changes encourage you to refer to the *NEA 2003 Almanac* throughout the year. Here's an overview of the contents.

Salaries for faculty members on 9/10-month contracts averaged $59,939 in 2001–02, up 7.0 percent over *two years,* note Suzanne B. Clery and John B. Lee in "Faculty Salaries 2001–02" (the National Center for Educational Statistics did not collect data for 2000–01). The purchasing power of faculty salaries in 2001–02 remained greater than the former peak in 1972–73, while the gap between salaries in unionized and non-unionized colleges widened.

Henry Lee Allen, in "Diversity, Nonstandard Work, and Academic Employment in the 21st Century," looks at data from the 1999 National Survey of Postsecondary Faculty (NSOPF). Allen notes key changes in the academic workforce: "contingent" faculty members made up about 43 percent of the professoriate, only 31 percent of all faculty members were tenured, and 45 percent of faculty members at institutions that offered tenure were not on the tenure track. "The emergence of a split-labor market," Allen notes, "has serious implications for faculty workload, productivity, and unionization."

This year, Thomas R. Wolanin joins our roster of authors. Wolanin, a senior associate at The Institute for Higher Education Policy, was Deputy Assistant Secretary for Legislation and Congressional Affairs at the U.S. Department of Education under Secretary of Education Richard W. Riley. In "The Federal Role in Higher Education," Wolanin surveys federal government policy on student assistance, taxes, research support, civil rights, and employment regulation. He notes possible effects of federal policy on the freedom and autonomy of higher education.

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Ten years ago, when the first *NEA Almanac* appeared, the nation was emerging from a recession. Many states balanced their budgets by reducing spending on postsecondary education and by raising tuition. The proportion of state spending on higher education declined significantly during that recession. Today, most states face similar or larger budget deficits. William Zumeta, in "Higher Education Finances: In Recession Again," surveys the current economic condition of the states and the status of state budgets. Higher education expenditures, traditionally the "balance wheel" in state budgets, he notes, are again under severe pressure.

Faculty members often use sabbatical leaves to keep up with the scholarship in their fields. But have colleges and universities maintained this benefit? In "Bargaining Professional Development," Gary Rhoades, Rachel Hendrickson, and Christine Maitland examine contracts in NEA's Higher Education Contract Analysis System (HECAS) to determine the status of sabbaticals and other professional development leaves. The essay includes model contract language for leaves to learn about new instructional technologies and examines professional development opportunities for staff, especially contract language for tuition benefits.

This year, Marilyn Amey and Kim VanDerLinden rejoin the roll of *Almanac* authors. Amey, who teaches at Michigan State University, and VanDerLinden, an MSU doctoral student, survey administrator and staff perceptions of key technology issues facing community colleges in "The Use of Technology: Institutional Issues." The key issue: support for instructional and administrative processes—a finding that reinforces the need for effective bargaining for professional development. "Leaders looking to position their institutions effectively in the technology forefront," note Amey and VanDerLinden, "often overlook the key to success: the human resources aspects of change processes."

"Defined benefit pension plans proved far superior to defined contribution plans" during the stock market decline, writes William Dale Crist in "Faculty Benefits and Retirement: *'Fighting off the Bears, Part II.'*" But the decline also affected faculty in defined benefit plans by reducing the funds available for salary and benefits increases. This reduced funding, along with increased costs, helped to create another crisis: "Providing high quality, affordable health care," notes Crist, "is our top domestic problem."

In 2002, *Time Magazine* recognized three whistleblowers as their "Persons of the Year." But staff members who speak out about behavior that is inappropriate, unethical, or illegal may face retaliation, not recognition. Do our colleges adequately protect these staff members? Linda Johnsrud, in "Higher Education Support Professionals: The Fear of Speaking Out," examines federal, state, and institutional protections for whistleblowers. She then looks at contracts in the HECAS database for language that protects staff who exercise bargained rights. Last, Johnsrud evaluates the efficacy of protections at one university.

Finally, some tenth anniversary "thank yous." Thanks to our authors—all highly informed scholars—for timely information and analysis. Thanks to a talented production team for a high quality publication. Thanks to the students, faculty, librarians, and staff at the University of Rochester for research, counsel, and accommodations. Thanks to NEA leaders, directors, and managers for promoting an influential annual. Last, thanks to NEA members for using the *Almanac* to improve American education and the working conditions of American educators.

Faculty Salaries: 2001–2002

By Suzanne B. Clery and John B. Lee

Suzanne B. Clery *is a senior research associate at JBL Associates, Inc., in Bethesda, Maryland. JBL Associates is a consulting firm specializing in postsecondary education policy issues. Clery has worked extensively with higher education data and issues for over ten years. She has completed statistical analyses and reports for many clients including the National Education Association, the U.S. Department of Education, the Massachusetts State College Association, the Washington State Higher Education Coordinating Board, and the American Association of State Colleges and Universities.*

John B. Lee *is the president of JBL Associates, Inc. He received his doctorate in higher education from the University of California, Berkeley. Lee started his career as an instructor at Laney Community College in Oakland, California, where he served as academic senate president and president of the faculty union. Subsequently, he worked for Stanford Research International (SRI), the Education Commission of the States, the Education and Labor Committee of the U.S. House of Representatives, and Abt Associates. Lee's areas of specialization and research include student aid policy and higher education government and finance.*

The national average salary for faculty members on 9/10-month contracts was $59,939 in 2001–02, up 7.0 percent since 1999–2000, the last time the U.S. Department of Education completed the salary survey. Since 1997–98, faculty purchasing power has remained above the 1972–73 peak—the 1972–73 average faculty salary in constant 2001–02 dollars was $57,428. Purchasing power of faculty salaries in 2001–02 was 4.4 percent greater than in 1972–73. Average salaries increased 6.4 percent in public institutions and 7.9 percent in independent institutions between 1999–2000 and 2001–02.

Over the past 30 years, the difference in salaries paid to full professors and assistant professors shrank from nearly $30,000 in 1972–73 to about $24,000 in the early 1980s (all salaries corrected for inflation). This difference rose from the early 1980s through the 1990s, and in 2001–02 was $32,124 ($80,986 vs. $48,862).

Some additional highlights:

- California faculty members received the highest average salary, $75,201, among faculty members with 9/10-month contracts in public four-year institutions (Table 12). Alaska faculty members in public two-year institutions received the highest salaries in their sector, $64,859. Faculty members in Massachusetts received the highest average salaries in independent institutions, $78,516.
- Massachusetts faculty members received the largest salary increase in public two-year institutions between 1999–2000 and 2001–02, 29.4 percent. The largest increase in public four-year institutions: Washington (15.1 percent, Table 13).
- Women on 9/10-month contracts earned less than men—$10,752 less in public institutions and $13,861 less in independent institutions (Table 9).
- Faculty members working in institutions with bargaining agreements earned $3,876 more than their colleagues at institutions without bargaining agreements, $63,408 and $59,532, respectively (Table 16).

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- Engineering faculty earned the highest salaries in public four-year institutions by academic specialty, $78,833 (Table 15). Accounting and marketing faculty followed with salaries of $76,959 and $76,461, respectively.

OVERVIEW

This report of faculty salaries relied on four data sources:

The National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) Salary Survey. After a one-year hiatus, NCES, a division of the U.S. Department of Education, received 2001–02 salary data from 3,787 degree-granting colleges and universities as part of IPEDS, an annual statistical report on higher education. NCES excluded part-time faculty, faculty members paid by a religious order, and nonteaching faculty members. The 2001–02 NEA analysis also excluded 511 seminaries, religious training institutions, and for-profit colleges, leaving 3,276 institutions and 483,960 full-time faculty members. We used an early release of the data and results may differ from those reported by the U.S. Department of Education at a later time.

IPEDS data included separate reports for faculty members on 9/10- and 11/12-month contracts. Unless otherwise noted, our tables report on faculty members on 9/10-month contracts—85 percent of all full-time faculty members.

- *College and University Personnel Association (CUPA).* CUPA reported average salaries in 352 public colleges and universities, by academic specialty and by collective bargaining status.
- *Office of Institutional Research at Oklahoma State University (OSU) Faculty Salary Data.* OSU reported faculty salaries for 31 public land grant universities, also by academic specialty.
- *U.S Department of Education, National Study of Postsecondary Faculty, 1999 (NSOPF).* NSOPF surveyed faculty members from all fields and all types of institutions.

HISTORICAL PERSPECTIVE

Average salaries for faculty members on 9/10-month contracts, uncorrected for inflation, increased 333 percent since 1972–73. Corrected for inflation, the purchasing power of faculty members increased 4.4 percent—the fourth consecutive year that faculty gained purchasing power compared to the 1972–73 high. The average salary for faculty members in 2001–02 was $59,939, a $2,511 constant dollar gain from the average salary in 1972–73 ($57,428, Table 1).

The 2001–02 constant dollar average salary for faculty members exceeded the 1972–73 level. But some faculty members lost purchasing power *within ranks*. The purchasing power of associate and assistant professors declined two to three percent over the past two decades. Lecturers and faculty members with no rank lost 11 to 13 percent. In contrast, the purchasing power of full professors and instructors in 2001–02 increased by $1,449 and $2,706 respectively—the first increase in 20 years (Table 2).

The salary differential between full and assistant professors declined from nearly $30,000 in 1972–73 to about $24,000 in the early 1980s (all salaries corrected for inflation, Table 2). The differential then increased between the early 1980s and the 1990s. In 2001–02, the differential was $32,124—$80,986 for full professors vs. $48,862 for assistant professors.

2001–02 IPEDS SALARY DATA

The average faculty member earned $59,939 in 2001–02—a 7.0 percent increase in current dollars, and a 2.0 percent increase in purchasing power after inflation since 1999–2000 (Table 1). The 1999–2000 average salary was $58,739 in 2001–02 constant dollars.

INSTITUTIONAL CHARACTERISTICS

Independent institutions paid higher salaries than public institutions—$63,398 vs. $58,604 (Table 3). Average salaries in universities explained the disparity—the $75,078 average at independent institutions was $9,754 more than the $65,324 paid at public institutions.

Table 1

Average Salaries in Current and Constant 2001–02 Dollars, and Percent Change, Full-Time Faculty on 9/10-Month Contracts, 1972–73 to 2001–02

	Current Dollars			Constant 2001–02 Dollars		
Academic Year	Average Annual Salary	Percent Change	Cumulative Change	Average Annual Salary	Percent Change	Cumulative Change
1972-73	$13,850			$57,428		
1975-76	16,634	20.1%	20.1%	53,239	-7.3%	-7.3%
1979-80	21,367	28.5	54.3	48,853	-8.2	-14.9
1980-81	23,302	9.1	68.2	47,747	-2.3	-16.9
1981-82	25,449	9.2	83.7	48,000	0.5	-16.4
1982-83	27,196	6.9	96.4	49,183	2.5	-14.4
1984-85	30,447	12.0	119.8	51,097	3.9	-11.0
1985-86	32,392	6.4	133.9	52,837	3.4	-8.0
1987-88	35,901	10.8	159.2	55,010	4.1	-4.2
1989-90	39,786	10.8	187.3	55,617	1.1	-3.2
1990-91	42,335	6.4	205.7	56,113	0.9	-2.3
1991-92	43,703	3.2	215.5	56,128	0.0	-2.3
1992-93	44,843	2.6	223.8	55,847	-0.5	-2.8
1993-94	46,364	3.4	234.8	56,284	0.8	-2.0
1994-95	47,974	3.5	246.4	56,615	0.6	-1.4
1995-96	49,237	2.6	255.5	56,567	-0.1	-1.5
1996-97	50,996	3.6	268.2	56,962	0.7	-0.8
1997-98	52,481	2.9	278.9	57,609	1.1	0.3
1998-99	54,303	3.5	292.1	58,580	1.7	2.0
1999-00	56,022	3.2	304.5	58,739	0.3	2.3
2001-02	59,939	7.0	332.8	59,939	2.0	4.4

Source: National Center for Education Statistics, IPEDS Salary Survey, *various years.*

Table 2

Average Salaries of Full-Time Faculty on 9/10-Month Contracts by Academic Year and Rank 1972–73 through 2001–02 in Constant 2001–02 Dollars

Academic Year	All Ranks	Professor	Associate	Assistant	Instructor	Lecturer	No Rank
1972-73	$57,428	$79,537	$60,422	$49,877	$44,520	$48,252	$52,560
1975-76	53,239	72,369	54,494	44,700	43,791	41,246	48,653
1979-80	48,853	64,867	49,000	39,918	32,058	36,928	46,823
1980-81	47,747	63,015	47,567	38,729	31,101	35,451	45,764
1981-82	48,000	63,067	47,678	38,869	31,027	35,376	45,891
1982-83	49,183	64,273	48,685	39,887	31,831	36,299	46,219
1984-85	51,097	66,697	50,254	41,398	33,950	37,481	46,458
1985-86	52,837	68,947	51,850	42,862	34,121	38,773	47,448
1987-88	55,010	72,087	53,985	44,603	34,822	39,811	48,318
1989-90	55,617	73,643	54,988	45,629	35,162	40,688	45,680
1990-91	56,113	73,797	55,051	45,699	35,216	40,278	48,408
1991-92	56,128	73,389	55,060	45,762	34,657	38,501	49,719
1992-93	55,847	73,300	54,781	45,631	35,547	38,203	47,238
1993-94	56,284	73,655	54,917	45,629	34,976	36,950	49,281
1994-95	56,615	73,964	55,075	45,680	35,041	39,329	48,605
1995-96	56,567	74,034	54,987	45,512	34,874	39,048	49,447
1996-97	56,962	74,557	55,122	45,480	34,894	39,214	49,511
1997-98	57,609	75,546	55,865	45,981	35,646	38,976	49,309
1998-99	58,580	77,078	57,048	46,800	36,481	39,858	49,567
1999-00	58,739	78,076	57,176	47,181	36,605	40,149	49,733
2001-02	59,939	80,986	58,837	48,862	47,226	41,891	46,615

Source: National Center for Education Statistics, Salaries of Full-Time Instructional Faculty on 9- and 10-Month Contracts in Institutions of Higher Education, *various years.*

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Independent institutions showed greater salary variation among types of colleges than the public sector. Average salaries in independent institutions ranged from $33,677 in two-year colleges to $75,078 in universities, a $41,401 difference. Salaries in public institutions ranged from $50,443 in baccalaureate colleges to $65,324 in universities, only a $14,881 difference. The differences in 1999–2000: $31,399 and $12,730, respectively.[1] The disparity between the worst and best paid is increasing.

The difference between average salaries in independent and public universities grew nearly 20 percent over the past decade—from $7,884 in 1991–92 to $9,754 in 2001–02 in constant 2001–02 dollars (Table 4). This difference actually closed by two percent between 1998–99 and 1999–2000, but then increased by 12 percent between 1999–2000 and 2001–02. The long-term trend will continue as states struggle with budget shortfalls.

Table 3

Average Salaries for Faculty on 9/10-Month Contracts[1] by Institutional Type, Control, and Rank, 2001–02

		Control		
Offering Level	Rank	Public	Independent	Average
Associate	Professor	$60,766	$42,793	$60,653
	Associate	50,576	38,997	50,417
	Assistant	44,527	30,829	44,258
	Instructor	52,548	30,716	52,377
	Lecturer	46,336	—*	46,224
	No Rank	45,529	33,928	45,462
	Average	50,843	33,677	50,692
Baccalaureate	Professor	64,119	67,535	66,694
	Associate	53,101	51,146	51,641
	Assistant	44,942	42,068	42,863
	Instructor	39,388	33,671	35,932
	Lecturer	34,367	39,140	36,336
	No Rank	39,824	39,952	39,918
	Average	50,443	51,267	51,038
Comprehensive	Professor	71,026	66,638	69,371
	Associate	56,502	52,930	54,966
	Assistant	46,350	43,546	45,196
	Instructor	36,447	37,321	36,740
	Lecturer	39,629	38,968	39,512
	No Rank	44,233	49,704	47,842
	Average	55,604	52,610	54,413
Universities	Professor	86,255	101,038	90,766
	Associate	61,771	66,430	63,107
	Assistant	51,693	56,024	52,944
	Instructor	36,578	42,930	37,948
	Lecturer	40,901	46,759	42,527
	No Rank	56,430	51,300	55,495
	Average	65,324	75,078	68,133
Average		58,604	63,398	59,939

Source: National Center for Education Statistics, IPEDS Salary Survey, 2001–02.

[1] *Based on 100 percent (3,276 institutions) of NEA's faculty salary universe.*

* *Indicates less than 100 faculty.*

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Table 4

Average Salaries for University Faculty on 9/10-Month Contracts in Constant 2001–02 dollars, from 1991–92 to 2001–02

	Control		
	Public	Independent	Difference
1991-92	$60,819	$68,703	$7,884
1992-93	60,493	68,842	8,349
1993-94	60,424	69,145	8,721
1994-95	60,650	69,355	8,705
1995-96	60,802	69,610	8,808
1996-97	61,302	69,783	8,481
1997-98	61,769	71,052	9,282
1998-99	63,098	72,236	9,138
1999-00	63,832	72,992	9,160
2001-02	65,324	75,078	9,754

Source: National Center for Education Statistics, IPEDS Salary Survey, *various years.*

About 72 percent of faculty members on 9/10-month contracts taught in public institutions: 34 percent in universities, 14 percent in comprehensive colleges, 22 percent in community colleges, and two percent in baccalaureate colleges (derived from Table 5).

The breakdown for the 28 percent of 9/10-month faculty members who taught in the independent sector: universities—13.7 percent, comprehensives—9.3 percent; baccalaureates—4.8 percent, and two-year colleges—0.2 percent.

CHANGE FROM 1999–2000

Faculty salary increases between 1999–2000 and 2001–02—the U.S. Department of Education did not collect faculty salary data in 2000–01—were unevenly distributed across institutional type and control. The average increase for the salaries of all faculty members on 9/10-month contracts between 1999–2000 and 2001–02 was 6.8 percent.[3] Salary gains favored faculty members in independents between 1999–2000 and 2001–02: independents—7.9 percent, publics—6.4 percent (Table 6). The respective increases by type of institution: universities—7.8 percent, baccalaureates—6.7 percent, comprehensives-6.6 percent, and two-year institutions—5.1 percent.

ACADEMIC RANK

Academic rank, not surprisingly, was related to salary. Professors, the largest group of faculty members by academic rank (29 percent, derived from Table 5), earned the highest salaries, $77,499 (Table 2). Associate professors (23 percent of faculty members) earned $57,632—approximately three-fourths the earnings of the average full professor. Assistant professors (24 percent of faculty members) earned $48,551. Instructors, 14 percent of the faculty, earned the least, $40,789. Faculty members with no rank, mostly at community colleges, earned $50,465.

CONTRACT LENGTH

Only 15 percent (72,587) of all faculty members had 11/12-month contracts (derived from Tables 5 and 7). Public institutions employed two-thirds of these faculty members. Forty-three percent of 11/12-month faculty members—but only 33 percent of their 9/10-month colleagues—were in public universities (derived from Tables 5 and 7).

In public institutions, faculty members on 11/12-month contracts earned 28 percent more than colleagues on 9/10-month contracts (derived from Tables 3 and 8). The difference

Table 5

Number of Full-Time Faculty on 9/10-Month Contracts[1] by Institutional Type and Control, and Rank 2001–02

		Control		
Offering Level	Rank	Public	Independent	Total
Associate	Professor	12,844	116	12,960
	Associate	8,941	146	9,087
	Assistant	9,187	207	9,394
	Instructor	36,511	311	36,822
	Lecturer	840	4	844
	No Rank	23,476	140	23,616
	Total	91,799	924	92,723
Baccalaureate	Professor	1,842	5,690	7,532
	Associate	1,814	5,395	7,209
	Assistant	2,367	6,251	8,618
	Instructor	958	1,641	2,599
	Lecturer	301	226	527
	No Rank	188	548	736
	Total	7,470	19,751	27,221
Comprehensive	Professor	17,609	10,861	28,470
	Associate	14,596	11,103	25,699
	Assistant	17,561	12,366	29,927
	Instructor	4,392	2,502	6,894
	Lecturer	2,294	551	2,845
	No Rank	456	888	1,344
	Total	56,908	38,271	95,179
University	Professor	49,172	21,637	70,809
	Associate	37,579	15,147	52,726
	Assistant	35,387	14,425	49,812
	Instructor	8,177	2,337	10,514
	Lecturer	6,425	2,508	8,933
	No Rank	2,812	644	3,456
	Total	139,552	56,698	196,250
Total		295,729	115,644	411,373

Source: National Center for Education Statistics, IPEDS Salary Survey, 2001–02.

Note: In 2001–02, there was a difference as to how the instructor and no rank faculty were defined and reported. This caused a huge shift of faculty members from the "no rank" category to instructor.

[1] Based on 100 percent of NEA's faculty salary universe (3,276 institutions).

was negligible at community colleges: 11/12-month faculty members earned two percent ($1,046) more than colleagues on 9/10-month contracts. One explanation: smaller institutions tend to employ more faculty members on 11/12-month contracts, and community colleges tend to be smaller than four-year institutions. Faculty members on 11/12-month contracts in public baccalaureate, comprehensive, and doctoral institutions earned 34, 26, and 30 percent more, respectively, than colleagues on 9/10-month contracts.

Faculty members on 11/12-month contracts in independent baccalaureate and comprehensive institutions earned eight and two percent less, respectively, than colleagues on 9/10-month contracts. Faculty members on 11/12-month contracts at independent two-year colleges and at universities earned more than colleagues on 9/10-month contracts:

Table 6

Percent Change in Salaries for Faculty on 9/10-Month Contracts[1] by Institutional Type, Control, and Rank from 1999–2000 to 2001–2002

		Control		
Offering Level	Rank	Public	Independent	All
Associate	Professor	5.1	7.5*	5.1
	Associate	4.9	4.2	4.9
	Assistant	6.0	-2.5	5.8
	Instructor	40.0	25.1	40.0
	Lecturer	13.6	–*	13.6
	No Rank	-5.0	8.0	-4.9
	Average	5.1	3.2	5.1
Baccalaureate	Professor	5.6	8.2	7.5
	Associate	7.2	8.0	7.8
	Assistant	7.0	7.9	7.7
	Instructor	7.7	7.6	7.5
	Lecturer	-10.2	15.1	-0.8
	No Rank	3.5	-3.7	-3.1
	Average	4.8	7.5	6.7
Comprehensive	Professor	7.4	8.1	7.6
	Associate	7.2	8.4	7.7
	Assistant	7.4	8.1	7.8
	Instructor	9.5	10.5	9.8
	Lecturer	13.3	5.6	11.8
	No Rank	2.3	13.5	9.6
	Average	6.0	7.5	6.6
Universities	Professor	9.0	9.8	9.3
	Associate	8.1	8.8	8.4
	Assistant	9.0	10.2	9.3
	Instructor	10.1	11.6	10.5
	Lecturer	7.4	9.4	8.4
	No Rank	46.9	17.5	37.3
	Average	7.5	8.5	7.8
Average		6.4	7.9	6.8

Source: National Center for Education Statistics, IPEDS Salary Survey, 1999–2000, 2001–02.

Note: A change in defining and reporting instructors and no rank faculty in 2001–02 resulted in a large shift of faculty members from the "no rank" to the instructor category. This movement of faculty members also led to large differences in the salary distributions of these two ranks, and therefore to large percentage changes from 1999–2000 to 2000–01.

[1] Based on 86.4 percent (2,829 institutions) of NEA's faculty salary universe.

**Indicates less than 100 faculty.*

two-year colleges—33 percent, universities—five percent.

Among faculty members on 11/12-month contracts, the salary advantage went to colleagues in public institutions—$75,249 vs. $65,913 at independents (Table 8). In contrast, the salary advantage for faculty on 9/10-month contracts favored independent institutions (Table 3).

GENDER

Male faculty members earned more than females in 2001–02, regardless of institutional level and control. The salary gap in 2001–02 was $10,752 in public institutions and $13,861 in independents (Table 9). The gap is widening. The wage disparity increased by three percent from 1998–99 to 1999–2000, and by

Table 7

Number of Full-Time Faculty on 11/12-Month Contracts[1] by Institutional Type, Control, and Rank, 2001–02

		Control		
Offering Level	Rank	Public	Independent	Total
Associate	Professor	946	21	967
	Associate	866	22	888
	Assistant	867	29	896
	Instructor	7,305	714	8,019
	Lecturer	48	24	72
	No Rank	3,175	35	3,210
	Total	13,207	845	14,052
Baccalaureate	Professor	145	817	962
	Associate	76	648	724
	Assistant	78	753	831
	Instructor	54	449	503
	Lecturer	19	54	73
	No Rank	78	541	619
	Total	450	3,262	3,712
Comprehensive	Professor	1,318	1,801	3,119
	Associate	765	1,637	2,402
	Assistant	629	2,052	2,681
	Instructor	265	814	1,079
	Lecturer	140	81	221
	No Rank	275	694	969
	Total	3,392	7,079	10,471
University	Professor	12,153	3,786	15,939
	Associate	7,608	3,355	10,963
	Assistant	7,120	3,827	10,947
	Instructor	2,186	1,108	3,294
	Lecturer	1,090	253	1,343
	No Rank	1,149	717	1,866
	Total	31,306	13,046	44,352
Total		48,355	24,232	72,587

Source: National Center for Education Statistics, IPEDS Salary Survey, 2001–02

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[1] *Based on 100 percent of NEA's faculty salary universe (3,276 institutions).*

another four percent in public institutions and eight percent in independents between 1999–2000 and 2001–02. Men earned more than women in every rank and level in public institutions. In independents, women had a slight advantage as instructors in two-year institutions, and in the lowest paid ranks—instructors, lecturers, and no rank in baccalaureate institutions.

Salaries for female faculty continued to suffer for at least three reasons. First, women were concentrated in the lower academic ranks. Women held 56 and 53 percent of the instructor and lecturer positions, but only 26 and 40 percent of the professor and associate positions, respectively (Table 10). The gender gap widened this year because salaries in the lower ranks continued to fall behind the higher ranks. Second, women were clustered in two-year colleges—50 percent of the faculty—and were less likely to teach in universities—34 percent. Third, women were more likely to teach in lower-paying disciplines such as library science and nursing.

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Table 8

Average Salaries for Faculty on 11/12-Month Contracts[1] by Institutional Type and Control, and Rank 2001–02

		Control		
Offering Level	Rank	Public	Independent	All
Associate	Professor	$63,075	$38,923*	$62,883
	Associate	54,145	51,463*	54,107
	Assistant	48,102	46,427*	48,065
	Instructor	52,065	44,842	51,423
	Lecturer	44,909*	52,292*	48,525*
	No Rank	49,098	30,237*	48,988
	Average	51,889	44,803	51,475
Baccalaureate	Professor	79,306	53,749	57,555
	Associate	80,139*	48,595	51,109
	Assistant	61,496*	42,837	44,057
	Instructor	44,528*	36,232	36,850
	Lecturer	60,387*	53,166*	54,610*
	No Rank	53,298*	47,876	48,503
	Average	67,604	46,979	49,116
Comprehensive	Professor	85,779	61,956	72,142
	Associate	66,025	51,678	56,013
	Assistant	51,508	48,159	48,878
	Instructor	44,627	41,564	42,141
	Lecturer	43,452	45,123*	44,123
	No Rank	64,225	44,209	49,730
	Average	69,800	51,323	57,054
Universities	Professor	109,117	104,405	108,022
	Associate	80,483	75,195	78,904
	Assistant	68,332	69,043	68,577
	Instructor	47,389	54,494	49,727
	Lecturer	54,147	43,237	52,196
	No Rank	59,482	53,689	57,243
	Average	85,139	78,505	83,225
Average		75,249	65,913	72,225

Source: National Center for Education Statistics, IPEDS Salary Survey, 2001–02.

[1] *Based on 100 percent (3,276 institutions) of NEA's faculty salary universe.*

* *Indicates less than 100 faculty.*

TENURE

Nearly two-thirds of full-time faculty members had tenure (Table 11). Tenure rates ranged from 69 percent in public universities to 54 in baccalaureate institutions and 53 percent in private comprehensives.

SALARIES BY STATE

Alaska and California have led all states in average salaries paid to faculty members in community colleges since 1997–98 ($64,859 and $64,476, respectively, in 2001–02). California has also led the list in average salaries at public four-year institutions since

Table 9

Average Salaries for Men and Women Faculty on 9/10-Month Contracts[1] by Institutional Type, Control, and Rank 2001–02

		Public		Independent	
Offering Level	Rank	Women	Men	Women	Men
Associate	Professor	$58,499	$62,552	$41,734*	$43,853*
	Associate	49,453	51,746	38,060*	40,082*
	Assistant	43,611	45,601	29,895	32,222*
	Instructor	51,141	53,945	31,414	30,003
	Lecturer	39,181	51,662	–*	–*
	No Rank	44,710	46,357	33,226	34,499*
	Average	49,276	52,340	33,408	33,941
Baccalaureate	Professor	61,817	64,850	66,136	67,977
	Associate	51,915	53,764	50,635	51,501
	Assistant	43,816	45,798	41,944	42,178
	Instructor	37,509	41,296	34,081	33,178
	Lecturer	33,699	35,095	39,167*	39,111*
	No Rank	37,677*	41,032	40,400	39,664
	Average	46,832	52,617	47,630	53,247
Comprehensive	Professor	69,526	71,550	63,644	67,679
	Associate	55,507	57,153	51,373	53,985
	Assistant	45,470	47,137	43,002	44,114
	Instructor	35,784	37,425	36,123	38,926
	Lecturer	37,735	42,260	37,108	42,030
	No Rank	43,502	44,999	48,500	50,695
	Average	51,305	58,449	48,518	55,339
University	Professor	79,176	87,883	92,251	103,061
	Associate	59,215	63,140	63,206	68,167
	Assistant	49,272	53,634	52,341	58,776
	Instructor	35,694	37,943	41,498	44,712
	Lecturer	39,291	42,901	43,353	50,639
	No Rank	48,237	62,429	50,825	51,612
	Average	55,603	70,373	62,875	80,854
Average		52,152	62,904	54,453	68,314

Source: National Center for Education Statistics, IPEDS Salary Survey, 2001–02.

[1] *Based on 100 percent of NEA's faculty salary universe.*

* *Indicates less than 100 faculty.*

1997–98 ($75,201 in 2001–02); this year, only three other states averaged over $70,000 (Table 12). The average salary paid to public four-year faculty members exceeded $60,000 in half of the states, up 11 from 14 in 1999–2000. The Dakotas trailed the list; North Dakota faculty members averaged $46,742 this year; South Dakota, $48,543.

Public four-year institutions reported greater salaries than independents in 31 states. Iowa showed the largest difference between faculty salaries in public two-year and four-year institutions in 2001–02 ($27,156); Michigan had the smallest difference ($5,107). In Alaska, the differential favored faculty members in public *two-year* over four-year public institutions ($12,062; the 1999–2000 differential was $9,094). Faculty members at private institutions in Massachusetts—the perennial leader in the independent sector—

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Table 10

Women Faculty as a Percent of Total Faculty, Faculty on 9/10-Month Contracts[1] by Institutional Type and Control, and Rank 2001–02

		Control		
Offering Level	Rank	Public	Independent	All
Associate	Professor	44.3	49.1*	44.3
	Associate	51.0	53.4*	51.1
	Assistant	53.9	58.9	54.0
	Instructor	49.8	50.8	49.8
	Lecturer	43.3	25.0*	43.2
	No Rank	50.2	45.7*	50.2
	Average	49.6	51.9	49.6
Baccalaureate	Professor	24.7	25.0	24.9
	Associate	36.4	41.6	40.3
	Assistant	43.3	47.1	46.1
	Instructor	49.6	52.9	51.7
	Lecturer	50.2	52.7*	51.2
	No Rank	36.7*	39.6	38.9
	Average	38.0	39.6	39.1
Comprehensive	Professor	26.0	26.6	26.2
	Associate	39.6	40.7	40.0
	Assistant	47.2	51.1	48.8
	Instructor	59.0	56.4	58.0
	Lecturer	57.7	59.7	58.1
	No Rank	50.7	45.4	47.2
	Average	40.0	41.5	40.6
Doctoral	Professor	18.7	18.8	18.7
	Associate	34.9	35.0	34.9
	Assistant	44.5	42.8	44.0
	Instructor	60.6	54.9	59.4
	Lecturer	55.4	53.2	54.8
	No Rank	42.5	40.1	42.0
	Average	34.2	32.5	33.7
Average	Professor	28.2	22.7	26.6
	Associate	40.8	38.2	40.1
	Assistant	47.9	46.4	47.5
	Instructor	56.7	55.0	56.4
	Lecturer	51.9	55.1	52.7
	No Rank	46.3	41.8	44.9
	Average	40.2	36.8	39.3

Source: National Center for Education Statistics, IPEDS Salary Survey, 2001–02.

[1] *Based on 100 percent of NEA's faculty salary universe.*

**Indicates less than 100 faculty.*

received the highest average salary ($78,516); colleagues in Kansas trailed the list ($36,948).

Massachusetts reported the largest salary increase among public two-year colleges—29.4 percent between 1999–2000 and 2001–02 (Table 13). Salary increases at Wyoming, Maine, Utah, and Nevada public two-year institutions ranged between ten and 20 percent over the two years; no other increase was above ten percent. Washington and

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Table 11

Percent of Faculty on 9/10- and 11/12-Month Contracts Tenured[1] by Institutional Type and Control, and Rank, 2001–02

	Control		
Offering Level	Public	Private	All
Associate	67.2	58.3	67.2
Baccalaureate	54.1	53.6	53.8
Comprehensive	58.3	53.0	56.2
Doctoral	68.3	63.6	67.0
Average	65.8	58.8	63.8

Source: National Center for Education Statistics, IPEDS Salary Survey, 2001–02.

[1] *Based on 65.2 percent (2137 institutions) of NEA's salary universe reporting tenure information.*

Table 12

Average Salaries for Faculty on 9/10-Month Contracts[1] in Public and Independent Institutions,[2] by State, 2001–02

State	Public four-year	Public two-year	Independent	State	Public four-year	Public two-year	Independent
CA	$75,201	$64,476	$73,110	GA	$59,799	$43,029	$56,697
NJ	73,129	59,911	73,289	TX	58,936	45,089	59,915
CT	72,597	59,455	74,110	NE	58,156	38,472	47,991
DE	70,888	52,119	60,784	SC	58,084	39,987	47,223
IA	67,947	40,431	47,432	KS	58,029	41,229	36,948
NV	67,358	52,147	44,654	UT	56,212	42,440	66,314
PA	66,398	53,291	64,695	TN	55,698	38,828	52,971
MI	65,989	60,882	50,769	MO	55,658	46,171	57,975
MD	65,854	53,635	64,510	KY	55,283	43,887	45,189
AZ	65,830	54,662	53,416	WY	54,836	40,406	—
MA	65,274	54,853	78,516	OR	53,513	47,676	56,388
RI	65,248	49,953	68,392	AL	53,112	43,274	46,562
WA	64,986	45,914	54,584	AK	52,797	64,859	43,763
VA	64,895	46,717	53,377	OK	52,558	40,600	48,908
NY	63,720	56,515	71,333	VT	52,368	—	52,141
MN	63,302	49,781	53,258	ME	51,640	42,376	59,550
WI	63,268	57,460	50,653	ID	51,584	42,837	44,164
OH	63,029	49,370	54,885	NM	51,466	39,525	42,290
HI	62,403	49,060	57,694	MT	51,159	36,247	37,499
USA	**62,059**	**50,812**	**63,308**	LA	51,043	38,319	58,531
NH	61,910	40,157	65,642	MS	50,703	42,256	39,983
IL	61,552	55,810	66,654	WV	50,428	40,145	40,648
NC	61,424	36,112	59,383	AR	49,678	36,775	45,661
FL	60,937	47,803	56,192	SD	48,543	36,857	40,004
IN	60,228	39,291	58,886	ND	46,742	35,222	37,276
CO	60,208	40,566	61,042	DC	—	—	73,086

Source: National Center for Education Statistics, IPEDS Salary Survey, 2001–02.

—Indicates no reporting institutions in this category.

[1] *Ranked in descending order of average salary for public four-year institutions.*

[2] *Based on 83.5 percent (943) of the public two-year institution universe (1,130), 94.9 percent (572) of the public four-year institution universe (603), and 67.0 percent (1,034) of the independent institution universe (1,543).*

New Hampshire faculty members in the public four-year sector received 15 percent salary increases. Salary increases in Maryland, Utah, and South Dakota ranged from ten to 13 percent; raises in all other states were below ten percent. The two largest declines: New Mexico—0.3 in public four-year institutions, and Idaho—seven percent in the independent sector.

LAND-GRANT UNIVERSITIES

The 31 land-grant universities in the OSU database employed many of the highest paid faculty members in public higher education; salaries averaged $73,169 in 2001–02 (Table 14). Law and legal educators—the perennial salary leaders by academic specialty—averaged $111,657, a $6,039 increase since 1999–2000. Transportation and materials moving—the least well paid positions for several years—averaged $46,584, an increase of $3,755.

Faculty members in the highest-paid disciplines at land grant universities—legal studies, business, computer and information science, and engineering—averaged six to 11 percent salary increases. Faculty members in agricultural sciences, area, ethnic, and cultural

Table 13

Percent Change in Average Salaries for Faculty on 9/10 Month Contracts[1] in Public and Independent Institutions[2] by State, 1999–2000 to 2001–02

State	Public four-year	Public two-year	Independent
WA	15.1	8.7	6.9
NH	14.8	6.0	9.6
MD	12.6	8.2	8.3
SD	10.1	7.3	5.5
UT	10.1	10.7	11.4
LA	9.8	5.2	6.6
ND	9.8	2.2	5.7
KS	9.4	5.5	7.2
NV	9.0	10.5	6.8
TX	8.9	5.4	7.7
WY	8.7	17.9	—
CT	8.6	—	6.5
WI	8.1	7.3	6.9
FL	7.8	7.2	7.6
IN	7.8	9.7	8.4
VA	7.8	6.2	6.5
MA	7.7	29.4	9.7
IA	7.6	5.8	4.9
NE	7.6	7.0	7.2
PA	7.4	3.4	8.2
SC	7.4	8.3	13.4
IL	7.2	3.5	7.4
NC	7.2	4.9	10.1
USA	**7.1**	**4.8**	**8.4**
TN	7.1	4.3	7.5
WV	7.1	1.7	4.7
CO	6.8	5.2	6.9
OR	6.8	3.0	8.1
DE	6.7	9.0	7.0
KY	6.6	6.7	7.6
RI	6.6	8.1	9.1
MI	6.5	5.1	5.3
MN	6.4	8.2	9.5
GA	6.2	3.0	8.1
ID	6.2	9.3	-7.0
AZ	6.1	2.1	22.3
ME	6.0	11.5	7.5
VT	6.0	—	7.0
CA	5.8	7.0	7.1
NJ	5.8	3.0	7.7
AR	5.5	5.0	10.7
OH	5.2	2.9	7.3
AL	4.9	1.3	10.4
MO	4.9	6.6	9.4
OK	4.7	5.2	6.9
NY	3.9	0.2	8.6
MT	3.5	4.4	9.0
HI	2.8	4.2	5.8
MS	2.1	1.2	0.2
AK	0.5	5.3	8.5
NM	-0.3	9.8	9.4
DC	—	—	7.8

Source: National Center for Education Statistics, IPEDS Salary Survey, 2001–02.

—Indicates no reporting institutions in this category.

[1] *Ranked in descending order of average change in salary for public four-year institutions.*

[2] *Based on 76.1 percent (860) of the public two-year institution universe (1,130), 93.4 percent (563) of the public four-year institutions (603), and 62.3 percent (962) of the independent institutions (1,543).*

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studies, computer and information science, business management, and public administration received the largest salary increases—ten to 16 percent. No other increase exceeded ten percent. Liberal arts and sciences faculty members experienced an average salary decrease of five percent, or $2,733.

ACADEMIC SPECIALTY

Engineering faculty, according to CUPA data, earned the highest salaries in public four-year institutions by academic specialty, $78,833 (Table 15). Accounting and marketing faculty followed ($76,959 and $76,461, respectively).

Table 14

Average Salaries and Difference in Salaries for Faculty in Land-Grant Universities by Discipline,[1] from 1999–2000 to 2001–02

	Average Salary		Difference	
	1999–2000	2001–2002	($)	(%)
Law and Legal Studies	$105,618	$111,657	$6,039	5.7
Business Management and Administrative Services	85,582	94,654	9,072	10.6
Computer and Information Sciences	77,470	85,993	8,523	11.0
Engineering	79,805	85,182	5,377	6.7
Health Professions and Related Sciences	76,413	83,915	7,502	9.8
Agricultural Business and Production	65,371	75,664	10,293	15.7
Physical Sciences	72,929	77,896	4,967	6.8
All Fields	**67,694**	**73,169**	**5,475**	**8.1**
Biological Sciences/Life Sciences	66,576	71,933	5,357	8.0
Mathematics	67,034	71,400	4,366	6.5
Psychology	66,383	70,373	3,990	6.0
Social Sciences and History	65,384	70,112	4,728	7.2
Multi/Interdisciplinary Studies	66,313	70,107	3,794	5.7
Conservation and Renewable Natural Resources	61,882	67,461	5,579	9.0
Public Administration and Services	60,299	66,518	6,219	10.3
Agricultural Sciences	61,987	65,485	3,498	5.6
Area, Ethnic, and Cultural Studies	58,595	65,327	6,732	11.5
Library Science	60,042	64,872	4,830	8.0
Architecture and Related Programs	59,442	63,626	4,184	7.0
Home Economics	56,717	61,719	5,002	8.8
Protective Services	59,457	61,697	2,240	3.8
Philosophy and Religion	57,663	61,600	3,937	6.8
Education	56,218	60,855	4,637	8.2
English Language and Literature/Letters	56,728	60,230	3,502	6.2
Communications	55,597	60,016	4,419	7.9
Engineering-Related Technologies	55,684	59,835	4,151	7.5
Visual and Performing Arts	53,466	57,294	3,828	7.2
Parks, Recreation, Leisure, and Fitness Studies	54,227	57,143	2,916	5.4
Foreign Languages and Literatures	54,157	56,925	2,768	5.1
Liberal Arts and Sciences, General Studies, and Humanities	54,463	51,730	-2,733	(5.0)
Transportation and Materials Moving Workers	42,829	46,584	3,755	8.8

Source: Oklahoma State University Office of Institutional Research, 2001–02 Faculty Salary Survey by Discipline and Land Grant Universities.

[1] *Ranked in descending order by average salary in 2001–02.*

The lowest-paid academic specialty in public institutions: foreign languages and literatures ($51,176).

COLLECTIVE BARGAINING

Salaries of faculty members in institutions with a bargaining agreement averaged $63,408; colleagues in non-unionized institutions earned only $59,532 (Table 16). The salary differential decreased in recent years, but increased from $2,667 in 1999–2000 to $3,876 in 2001–02.[3] The bargaining advantage exceeded $5,000 in 27 of the 46 disciplines reported. The salaries of philosophy and religion faculty members showed the largest difference: $13,415 ($68,297 vs. $54,882). Salary differentials favored non-bargaining institutions in three disciplines—public administration, multi/interdisciplinary studies, and economics. The range: from $1,083 to $3,771.

FACULTY RETIREMENT

The proportion of 9/10-month faculty in the full and associate professor categories declined from 30 to 29 percent and from 24 percent to 23 percent, respectively, between 1991–92 and 2001–02. The percentage of the faculty members with assistant rank remained steady at 24 percent in 1991–92 and 2001–02.[4]

When asked how likely they were to retire within the next three years (Table 17), 18 percent of full professors and eight percent of

Table 15

Average Faculty Salaries in Public Four-Year Institutions, by Discipline, 2001–02

Discipline	Average Salary	Discipline	Average Salary
Engineering	$78,833	Biological Sciences/Life Sciences	$58,459
Accounting	76,959	History	58,106
Marketing Management and Research	76,461	Education	57,974
Business Administration and Management, General	73,461	Sociology	57,835
Economics	72,764	Engineering Related Technologies	57,576
Computer and Information Sciences	70,810	Geography	57,340
Physics	68,118	Multi/Interdisciplinary Studies	57,245
Agricultural Business and Production	64,306	Library Science	56,992
Public Administration and Services	63,912	Social Sciences	56,867
Chemistry	63,457	Special Education	55,730
Architecture and Related Programs	62,403	Criminal Justice and Corrections	55,600
Geology	62,332	Home Economics	55,374
Area, Ethnic, and Cultural Studies	61,595	Speech-Language Pathology and Audiology	54,935
ALL FIELDS	**60,893**	Occupational Therapy	54,754
Psychology	60,695	Education-Curriculum and Instruction	54,507
Public Health	60,599	Fine Arts & Art Studies	53,822
Philosophy and Religion	60,423	Communications	53,439
Physical Therapy	60,276	Visual and Performing Arts	53,192
Political Science	59,914	Nursing	52,855
Physical Sciences	59,673	Music	52,523
Mathematics	59,565	Drama/Theater Arts	52,253
Education Administration and Supervision	59,491	English Language and Literature	51,892
Anthropology	58,710	Health and Physical Education/Fitness	51,450
		Foreign Languages and Literatures	51,176

Source: College and University Personnel Association, Faculty Salary Survey in Public Institutions, 2001–02.

Note: CUPA collects data from a different set of institutions every year; therefore, caution should be taken in making year-to-year comparisons.

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Table 16

Average Salaries and Salary Difference by Bargaining Status and by Discipline, Full-Time Faculty in Public Four-Year Institutions, 2001–02

Discipline	All	Non-Collective Bargaining	Collective Bargaining	Difference
Philosophy and Religion	$60,423	$54,882	$68,297	$13,415
Library Science	56,992	50,218	62,169	11,951
Social Sciences	56,867	52,129	61,639	9,510
Fine Arts & Art Studies	53,822	50,290	59,480	9,190
Drama/Theater Arts	52,253	49,089	57,336	8,247
Mathematics	59,565	56,970	64,425	7,455
English Language and Literature	51,892	49,254	56,645	7,391
Anthropology	58,710	55,466	62,654	7,188
Biological Sciences/Life Sciences	58,459	55,888	62,949	7,061
Criminal Justice and Corrections	55,600	52,614	59,504	6,890
Psychology	60,695	58,116	64,703	6,587
Sociology	57,835	55,423	61,910	6,487
Foreign Languages and Literatures	51,176	48,650	55,127	6,477
Geography	57,340	54,932	61,145	6,213
Nursing	52,855	51,216	57,373	6,157
Physical Therapy	60,276	57,996	64,150	6,154
History	58,106	55,953	62,045	6,092
Geology	62,332	59,957	65,993	6,036
Music	52,523	50,687	56,630	5,943
Agricultural Business and Production	64,306	63,072	68,701	5,629
Physical Sciences	59,673	56,849	62,419	5,570
Education	57,974	55,667	61,203	5,536
Education Administration and Supervision	59,491	57,851	63,153	5,302
Health and Physical Education/Fitness	51,450	49,647	54,817	5,170
Public Health	60,599	58,522	63,639	5,117
Speech-Language Pathology and Audiology	54,935	53,325	58,369	5,044
Physics	68,118	66,326	71,369	5,043
Education–Curriculum and Instruction	54,507	52,943	57,789	4,846
Architecture and Related Programs	62,403	61,429	66,087	4,658
Special Education	55,730	53,875	58,290	4,415
Communications	53,439	51,949	56,356	4,407
Political Science	59,914	58,472	62,472	4,000
ALL FIELDS	**60,893**	**59,532**	**63,408**	**3,876**
Engineering Related Technologies	57,576	56,488	59,860	3,372
Chemistry	63,457	62,324	65,461	3,137
Marketing Management and Research	76,461	75,412	78,416	3,004
Home Economics	55,374	54,730	57,433	2,703
Computer and Information Sciences	70,810	70,210	71,824	1,614
Occupational Therapy	54,754	54,282	55,872	1,590
Area, Ethnic, and Cultural Studies	61,595	60,721	62,204	1,483
Business Administration and Management, General	73,461	73,035	74,441	1,406
Visual and Performing Arts	53,192	52,918	53,750	832
Accounting	76,959	76,914	77,041	127
Engineering	78,833	78,801	78,897	96
Public Administration and Services	63,912	64,317	63,234	(1,083)
Multi/Interdisciplinary Studies	57,245	58,118	55,817	(2,301)
Economics	72,764	74,378	70,607	(3,771)

Source: College and University Personnel Association, Faculty Salary Survey in Public Institutions, 2001–02.

Sorted by salary differential.

Note: CUPA collects data from a different set of institutions every year; therefore, caution should be taken in making year-to-year comparisons.

associates responded "very likely;" another 15 and ten percent, respectively, answered "somewhat likely" (Table 17). Thus, approximately 25 percent of full and associate professors indicated they were somewhat or very likely to retire soon. The distribution of faculty by rank remained relatively stable over the past decade, but this large potential out-flux from the professor and associate ranks could result in a very different mix of faculty in the near future.

Public four-year, non-doctoral granting institutions will, most likely, experience the most change; over 40 percent of full professors and almost 23 percent of associate professors in these institutions indicated they were "somewhat" or "very" likely to retire in the next three years (derived from Table 17).

Table 17

Percentage Distribution of Faculty Members According to How Likely They Are to Retire in the Next Three Years, by Rank and Institutional Type, 1999

Rank	Not at all likely	Somewhat likely	Very likely
All faculty members			
Full professor	66.6	15.4	18.0
Associate professor	82.1	9.5	8.4
Assistant professor	90.5	5.7	3.9
Instructor	83.6	10.4	6.0
Lecturer	85.4	7.6	7.0
Other	79.0	12.1	8.8
Total	80.7	10.6	8.7
Public doctoral-granting			
Full professor	64.2	19.3	16.5
Associate professor	80.5	10.1	9.4
Assistant professor	92.3	4.6	3.1
Instructor	87.5	8.7	3.8
Lecturer	86.3	8.8	5.0
Other	81.9	10.9	7.2
Total	80.4	11.1	8.5
Public four-year, non-doctoral granting			
Full professor	59.6	15.4	25.0
Associate professor	77.3	13.0	9.7
Assistant professor	91.1	5.5	3.5
Instructor	84.8	7.8	7.4
Lecturer	82.8	9.8	7.4
Other	72.3	17.4	10.3
Total	77.6	11.2	11.2
Public two-year			
Full professor	68.3	16.8	14.9
Associate professor	82.0	9.4	8.6
Assistant professor	88.0	6.0	6.0
Instructor	81.9	11.6	6.5
Lecturer	90.3	2.6	7.1
Other	78.9	11.2	9.9
Total	80.5	11.5	8.1
Private, not-for-profit			
Full professor	72.2	11.0	16.8
Associate professor	86.8	6.7	6.6
Assistant professor	89.5	6.5	4.0
Instructor	85.6	9.3	5.1
Lecturer	84.9	6.7	8.3
Other	81.0	11.4	7.5
Total	83.1	8.8	8.1

Source: National Center for Education Statistics, National Study of Postsecondary Faculty: 1999.

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CONCLUSION

Reports of average salaries obscure variations between groups of faculty members. Independent universities continued to provide the highest average faculty salaries while independent two-year colleges paid the lowest. The salary difference between faculty members in public and independent universities grew over the past decade. The difference between the highest and lowest paid ranks—professors and lecturers—decreased, but the salary disparity by gender continued to widen. Finally, geographic location significantly influenced salaries.

For the fourth year, the salaries of faculty members were slightly better in 2001–02 than in the early 1970s—their prior peak. And, for the first time, by rank, some faculty members saw increases in purchasing power.

NOTES

[1] Clery and Lee, 2001.

[2] This number differs slightly from the average increase in Table 1, which reports the percent change in salaries for all faculty members at all institutions. Table 6 is based only on institutions that report salaries for two consecutive reporting years (86.4 percent).

[3] Salaries by academic specialty are in current dollars.

[4] Other changes between 1991-92 and 2001-02: instructor—from seven to 14 percent, lecturer—from two to three percent, no rank—from 13 to seven percent.

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Diversity, Nonstandard Work, and Academic Employment in the 21st Century

By Henry Lee Allen

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Since Emile Durkheim, sociologists have been concerned with changes in the division of labor in society.[1] One reason for their scrutiny is the assumption that abrupt changes in the division of labor often reflect or signify transformations in occupational structures, labor markets, or social institutions, and systems.[2] The degree of workforce specialization and professionalization affects the relative status of a nation's social groups.[3] Market-driven organizational changes affect the division of labor within industries; in turn, the new division of labor influences opportunities for individuals or groups.[4] Organizations, labor markets, and workers are therefore linked. As for higher education, changes in the division of labor affect the *academic* division of labor—and vice versa.[5]

Today's rapid pace of change affects even the best colleges and universities.[6] Global contingencies intrude upon all societies; like the mythological entities released from Pandora's box, the social forces unleashed by demographic changes, market pressures, technological innovations, politics, media, and globalization are ubiquitous.[7] Today, sociologists—like meteorologists who monitor weather conditions and atmospheric events—attempt to dissect social trends and estimate the impact of social forces.[8] These social scientists probe the strategic impact of international economic transformations and market forces upon complex organizations.[9]

Social scientists, for example, dissected the social and political implications of the concentration of corporate power and wealth across the globe.[10] One implication of this dominance: the trend toward contingency labor—a move from full-time jobs to part-time, temporary, or nonstandard work in many industries or job markets. Other scholars scrutinized the erosion of the informal social contracts affecting labor everywhere; even productive workers are not guaranteed job tenure.[11] One researcher cites four changes affecting the occupational structure between 1985 and 1995—erosion of job security, routine pay increases, narrowly defined jobs, and the distance between shareholder and managerial interests.[12] Still other scholars showed how globalization, privatization, relational contracting, and less secure internal labor

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markets weakened the power of organized labor.[13] Within higher education, social scientists asked how managerial practices in the fast-food industry influence academic policy.[14] The study of higher education organizations remains central to social scientific concerns, given the pivotal place of academic systems in society.[15]

Scholars are still trying to disentangle the economic from the sociological antecedents of these massive structural changes, but their findings suggest that organizational adaptations, such as learning, empowerment, and leadership, are key to survival in an uncertain age of global competition.[16] Some scholars ask how organizational culture affects recruitment, retention, and departure from organizations.[17] Others explore how managerial fads and cognitive biases affect organizational success.[18]

During the 1990s, many organizational changes took faculty by surprise. Professors generally did not recognize how systemic changes in the regular division of labor affected their employment. But technological changes, recession, fads, fiscal policies, and performance measurement affected academic work. Debates about the effectiveness of tenure proliferated; critics hoped to abolish the practice or restructure its benefits. But polemics and rhetoric about tenure, workloads, and productivity distracted many observers from noting the cumulative effects of disturbances within the academic division of labor.

What *is* the current condition of academic work? This article examines structural questions pertaining to academic employment.[19] What do empirical findings from recent studies say about the contours of academic work? Next, what is the employment status of faculty, especially within community colleges? The 1999 National Study of Postsecondary Faculty (NSOPF) helps to answer this question, by providing sector-level baseline survey data.[20]

THE CHANGING ACADEMIC DIVISION OF LABOR

The academic organizations that make up American higher education, notes one observer, represent "a mammoth industry." "There are more than thirty-six hundred colleges and universities in this country with one million faculty members and fifteen million students," this observer adds. "The property owned by colleges and universities has been estimated to be worth over $200 billion, total expenditures to be $175 billion, and annual university research and development expenditures to be about $20 billion."[21]

Scholars, stakeholders, and policy advocates have debated the nature and future of academic work for over a decade. Several key issues emerged in this debate: the quality and affordability of undergraduate education—many families were priced out of the market for postsecondary education, absent massive loans and indebtedness—the influence of radical faculty upon the curriculum, and the prospects for distance education as the solution to cost containment. Contextual matters were obscured despite a revolution in the computational study of organizations and their agents.[22] Policy debates, for example, rarely distinguished between public and private universities.

Calls for faculty accountability and productivity heightened during the early 1990s. Many states adopted performance indicators to monitor faculty work. Tenure became the scapegoat for the stresses and growing pains of a complex academic system; alternatives to tenure were promulgated as panaceas for the most pernicious or intractable organizational problems. Few observers noticed the relatively stability of tenure rates, even fewer acknowledged that only modest changes in faculty workloads were evident in a select number of institutions.

Anecdotes and polemics, not rigorous evidence, dominated the debate over tenure. Rhetoric obscured empirical facts; few participants undertook statistical and computational studies. Unsophisticated discourse neglected organizational traits, conditions, networks, contingencies, and demography. Publications downplayed the effects of market segmentation among colleges and universities, especially patterns of organizational recruitment. Scant attention was paid to collegiality, faculty composition, and social networks. In short, political or ideological concerns, affected by polemical disputes over costs, care, and crises, drove research.

Findings from several cross-sectional national surveys depicted a profession dominated by teaching and instructional concerns for nearly all faculty members outside research or doctoral universities. The workload of faculty at doctoral institutions shifted only modestly toward research; the evidence did not suggest that tenured faculty had abandoned instructional tasks.[23] Faculty productivity was invariably tied to institutional mission, organization, and resources. Some research noted the limitations of performance measures or extrinsic incentives. Other studies noted the priority given to acquiring and maintaining instructional technologies and to increasing the size of administrative staffs, instead of faculty salaries. Last, survey data consistently indicated that all faculty members worked much more than 40 hours per week.

Was the debate over tenure, faculty workload, and productivity more about perception than substance? Higher education policy has never existed in a social or political vacuum. Faculty members practice their craft within a contested organizational terrain, populated by hazards and opportunities. Organizational agents abound within and across departments, disciplines, and institutions. Costs are a function of resources and market demands; tenure is therefore an organizational outcome. One policy, the evidence suggests, does not and could not fit all institutions, due to these structural and competitive factors—each college and university occupies a specific niche.[24] But we know little about how the agents, units, and components of academic systems affect policy and processes—the strategic role of faculty unions, for example. The tenure debate also obscured the effects of employing part-time and temporary faculty. We were distracted from proactive strategies vital to the restructuring of academic work, especially with respect to community colleges, where scholarship is scant.

As for the future, Frank T. Rhodes, the former president of Cornell University, envisions an era of deregulation for postsecondary education. He urges reforms within the academic system: enhancing inquiry, curbing costs, nurturing community, and improving leadership and governance. The survival of any academic organization, Rhodes concludes, especially universities, depends upon the viability of its network ties and its community relations.[25]

THE CHANGING DIVISION OF LABOR IN SOCIETY

During the last decade, several scholars alerted us to changes in the societal division of labor—how structural factors affect opportunities,[26] and how organizations and markets affect postindustrial societies.[27] Other scholars wrote about the proliferation of winner-take-all-market situations and the movement of talented, educated persons from the public sector to more lucrative opportunities in the private sector.[28] Yet another scholar wondered about the "end of work" as the occupational structure institutionalizes recession, technological displacement, and routine.[29]

President Rhodes did not link changes in the academic division of labor to these societal changes.[30] But what goes around comes around, even for colleges and universities! Information, personnel, and strategies diffuse inexorably across organizational boundaries and sectors in a society transfixed by social mobility.[31] One example: Governing board members and academic administrators may act upon prior experience in philanthropic, governmental, or corporate organizations. Some scholars explored the effects of these linkages on academe. How has technology transfer between universities and companies restructured the academic workplace?[32] How did academic administrators augment their power, influence, and managerial discretion over faculty work?[33] How would a breach of trust affect public scrutiny of the faculty role?[34] It is difficult to propose solutions, these studies suggest, until we understand the problem.

FACULTY EMPLOYMENT AND NONSTANDARD WORK

Results from the American Faculty Poll, sponsored by TIAA-CREF, provide clues to the status of the academic professions.[35] The study achieved near parity across regions, in the number of institutions and respondents sampled.[36] Eighty-one percent of respondents had tenure or tenure track appointments.[37] Fifty-four percent of the faculty engaged exclusively in undergraduate education. Community colleges employed nearly one-fourth of respondents. Women faculty members were more likely to be found in community colleges than men.

The survey focused on teaching as the dominant professional task and the status of tenure in the academic system.[38] Of the respondents, 79 percent indicated that teaching was their main professional task. Sampled faculty also expressed high levels of job satisfaction.[39] Teaching and learning excited most respondents. But data for several key contingencies were at variance with this rosy picture. Over 40 percent of respondents considered switching to another career at least once. Second, nearly 40 percent of the faculty worked at unionized campuses; over 60 percent of these respondents also belonged to a union. Unionized faculty members were disproportionately located at community colleges. Third, faculty frequently expressed dissatisfaction over remuneration, the worst aspects of their jobs, and limited opportunity for mobility.

Four of the top five factors that stifled academic work were organizational: workload (47 percent), lack of institutional support (41 percent), and internal and external departmental matters (combined = 66 percent). Over a third of the respondents cited concerns about an increase in workload, the treatment of faculty, and an institutional preference for hiring part-time faculty.[40] Some faculty members connected the indirect erosion of tenure with hiring part-timers and with post-tenure review.[41] Half of sampled faculty expressed concern about the quality of student preparation.[42] Faculty members also listed several other concerns—controlling tuition costs, recruiting faculty, evaporating public trust, implementing instructional technologies, and commodifying higher education.[43]

Other research echoes these results. Part-time faculty members constitute almost 40 percent of all faculty members, notes one study.[44] "Higher education in the United States is heavily contingent," the study notes.

> According to the last NSOPF data (2001), part-time faculty comprised 39% of all faculty–379,000 employees. If full-time but temporary faculty are added to the count, more than 45% of faculty in higher education are not tenure eligible. Remember, the national average for workers in nonstandard employment is 28.7%. Higher education is considerably above the national average in this area. The highest percentage of part-time faculty is in public community colleges—59.2%. There are some institutions—primarily the two-year ones—with up to 80% of the courses being taught by contingent faculty. The lowest percentage of part-time faculty is at the public research institutions—17.8%. This figure obscures the growing reliance of these institutions on graduate assistants who are not part of the NSOPF survey.[45]

The use of contingent faculty may vary by academic discipline, location, and institutional sector. One study differentiated between types of contingent labor, cautioning that some faculty opt for contingent status because of convenience, flexibility, and employment outside higher education.[46] Other contingent faculty must travel incessantly and weave together part-time jobs to survive economically and pursue their vocation. Still others may be retirees or recruits from secondary education. Economic incentives stimulated the move to contingent faculty—they permit administrators to hedge their bets against costs, enrollment fluctuations, and faculty power. To remedy encroachment, the study concluded, faculty unions must organize contingent faculty.[47]

Journalistic stories of faculty members who commute between campuses reinforce scholarship on the precarious status of contingent faculty. Many "freeway flyers" receive poor salaries, and suffer with poor working conditions, despite years of service.[48] Community college part-timers average $3,566 per course, full-timers receive $6,603. Adjunct faculty member salaries range between $11,000 and $12,000 per year.[49] Contingent faculty also struggle with concerns about security, healthcare, and retirement, especially in periods of cost containment, restructuring, and downsizing.

These findings suggest a *long-term* trend toward contingency labor in faculty employment. In many community colleges, contingent faculty members have long exceeded the numerical ranks of regular full-time faculty without much attention or protest. Why then is work performed by contingent faculty a relatively recent issue among policymakers? Preoccupation with tenure let inconspicuous, ecological changes in hiring patterns go unnoticed.[50] How else can one explain the sudden "discovery" of contingent faculty members, after years of neglect?

Another implication of the failure to analyze the academic division of labor in the context of the social division of labor: Researchers have been more adept at recognizing transformations occurring within other occupations than within the academic professions. Scholars must see these changes as dynamical systems and link them to observations about faculty careers within the national surveys. Contextual data encompasses individuals, groups, networks, organizations, markets, and social systems—including their structures, processes, and outcomes. Our policies, reforms, and practices are only as good as our conceptualization of the dynamics of academic organizations and the system they comprise.

University and college faculty members are more diverse than ever, according to recent surveys. Yet, in most institutions, racial homogeneity prevails across institutions and disciplines because individual predilections are no match for the inertia of systemic ecological, organizational, and contextual factors. Female faculty members increased in absolute numbers and in their proportion among full professors from 1992 to 1998, while the number of minority faculty showed only minor changes during the same period.[51] But, in 1999, 45 percent of all women faculty worked part-time, along with 45 percent of Native American, 37 percent of African American, and 42 percent of Hispanic American faculty, respectively. Only 27 percent of Asian American faculty had part-time status.[52]

About 36 percent of all full-time faculty members are women. Women, now as in the past, are less likely to be tenured, and are more likely to work at teaching institutions. Women hold lower rank, have lower salaries, and are engaged principally in instructional tasks.[53] Minority faculty—except Asian Americans—are also more likely to be located at teaching institutions, hold lower rank, and lack tenured status, especially in predominantly white academic organizations. The culprit, suggest some scholars, is institutional culture.[54] But culture interacts with social structure. Traditional social surveys aggregate the traits or responses of individual faculty, make inferences about group patterns, and direct policy implications at the individual level. Few scholars probe market pressures, organizational matters, and social networks that shape the context in which faculty pursue their careers.[55] Some academic organizations and departments, despite their supposed prestige, may be poor—even toxic—social environments for colleagues unwilling to settle for inept social conformity.

Contingent faculty members have been institutionalized in many sectors for decades. There is no turning back from this adaptation, because of economic considerations, personal inclinations, or organizational policies.

FINDINGS: NSOPF 1999

The 1999 National Study of Postsecondary Faculty provides data on other issues related to the academic division of labor. Table 1 gives the age distributions of faculty members in public and private institutions of higher education:

Table 1

Age Distribution by Institutional Sector

Age	Public (%)	Private (%)
Under 35	69.1	30.9
35-44	69.3	30.7
45-54	72.2	27.8
55-64	72.3	27.7
65-69	68.9	31.1
70+	56.8	43.2
TOTAL	70.7	29.4

Source: National Center for Education Statistics, National Study of Postsecondary Faculty: 1999.

Public institutions employed 70 percent of surveyed faculty members. For every age cohort except those over 70, the trend favoring public sector employment holds. The fate of the academic professions, these findings suggest, is disproportionately tied to policies and practices within the public sector with its ideological fluctuations in volatile political and cultural markets.

What is the employment status of faculty? Nearly 43 percent of all full-time faculty members possessed faculty status and listed teaching and research as their principal activities (Table 2). Another 14 percent worked full-time at tasks other than teaching and research. An identical 43 percent of faculty members were part-timers. Faculty members under 35, and 70 or older were more likely to be in this category. Senior faculty members, between 55 and 64, were least likely to have part-time status. For every age cohort, over 85 percent of faculty are classified as white (not shown).

More revealing than age distributions are the professional qualifications of faculty members by employment status (Table 3). The data suggests an inverse relationship between educational attainment and contingency work: Professors with higher educational attainments are less likely to have temporary appointments. The breakdown: 70 percent of full-time faculty members, but only 14 percent of part-time or temporary appointees have doctorates or their equivalent. Seven percent of full-time temporary professors and nine percent of regular part-timers have these degrees. This data suggests a labor market split by professional qualifications, since less than 15 percent of professors with doctorates have temporary appointments.

Table 2

Age and Principal Activity, Employment, and Faculty Status

Age	Full-time, teaching/research with faculty status	Full-time, teaching/research without faculty status	Full-time, not teaching/research as principal activity	Part-time
Total	42.9	0.7	13.9	42.6
Under 35	32.6	1.6	11.0	54.7
35-44	43.2	1.1	12.5	43.1
45-54	43.7	0.3	14.6	41.3
55-64	48.6	0.4	16.5	34.5
65-69	37.7	0.1	13.0	49.1
70+	23.9	0.2	7.8	68.2

Source: National Center for Education Statistics, National Study of Postsecondary Faculty: 1999.

Table 3

Highest Degree Earned, Appointment, and Employment Status

Doctoral status	Full-time, regular (%)	Full-time, temporary (%)	Part-time, regular (%)	Part-time, temporary (%)
Total	51.5	5.9	16.6	26.0
No doctorate	33.8	4.5	23.9	37.8
Doctorate or first professional degree	69.6	7.4	9.2	13.8

Source: National Center for Education Statistics, National Study of Postsecondary Faculty: 1999.

For all faculty members, employment opportunities were greatest in community colleges (28 percent), public universities (28 percent), and public comprehensive institutions (13 percent) (Tables 4, 5, and 6). Sixty-four percent of faculty members at two-year institutions were part-timers, while 66 percent of professors at four-year colleges and universities were full-timers. By sector, full-time employment was highest in public research institutions (37 percent), followed by community colleges (18 percent), public comprehensive institutions (14.2 percent), and private research and doctoral universities and medical schools (11 percent).

NSOPF data on employment status by institutional sector displays the dominance of the public sector—70 percent of full-time and part-time faculty members are located in public colleges and universities.

Part-time faculty members are concentrated in community colleges (64 percent); in contrast, 66 percent of full-time faculty members are located at four-year schools.

Table 4

Employment Status and Institutional Type

Employment status	Public research and doctoral (%)	Private research and doctoral (%)	Public comprehensive (%)	Private comprehensive (%)	Private liberal arts (%)	Public 2-year (%)	Other (%)	Total (%)
Total	27.6	10.0	12.8	7.2	7.8	28.1	6.6	100.0
Part-time	15.5	8.4	11.0	8.1	7.4	42.1	7.6	100.0
Full-time	36.5	11.2	14.2	6.5	8.1	17.7	5.9	100.0

Source: National Center for Education Statistics, National Study of Postsecondary Faculty:1999.

Table 5

Employment Status and Institutional Sector

Employment Status	Public (%)	Private (%)	Total (%)
Total	70.7	29.4	100.0
Part-time	70.7	29.3	100.0
Full-time	70.7	29.4	100.0

Source: National Center for Education Statistics, National Study of Postsecondary Faculty:1999.

Table 6

Employment Status and Community Colleges

Employment status	2-year (%)	4-year (%)	Total (%)
Part-time	63.7	33.9	42.6
Full-time	36.3	66.1	57.4

Source: National Center for Education Statistics, National Study of Postsecondary Faculty:1999.

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Table 7 shows how contingency labor affects academic disciplines. Part-time faculty members are least likely to be concentrated in agriculture/home economics, engineering, health sciences, and natural sciences. Disciplines reporting the lowest incidence of full-time employment include fine arts, education, and business. In short, the patterns of recruitment, retirement, and other matters, such as the prevalence of alternative job opportunities, might affect the distribution of employment in each discipline.

Tenure remains an elite status for most professors throughout postsecondary education. Forty-five percent of the faculty members sampled in NSOPF 1999 were not on the tenure track at institutions that offered tenure, while 13 percent of professors were employed at schools without tenure systems. Thirty-one percent of all faculty members had tenure. Tenure rates were highest in public doctoral (44 percent) and non-doctoral institutions (40 percent); they were lowest in public (24 percent) and private (19 percent) two-year colleges. Table 8 presents these statistics.

Table 7

Employment Status and Discipline

	Discipline										
Employment status	Agriculture/ home economics (%)	Business (%)	Education (%)	Engineering (%)	Fine arts (%)	Health sciences (%)	Humanities (%)	Natural sciences (%)	Social sciences (%)	Other programs (%)	Total (%)
Part-time	15.9	45.2	46.9	28.4	54.8	36.4	48.3	37.8	40.9	47.3	42.6
Full-time	84.2	54.8	53.1	71.7	45.2	63.6	51.7	62.2	59.1	52.8	57.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: National Center for Education Statistics, National Study of Postsecondary Faculty: 1999.

Table 8

Institutional Type and Tenure Status

Institutional classification	Tenured	Tenure track	Not on tenure track	No tenure
Total	31.3	10.8	45.0	12.9
Public doctoral	43.7	13.4	41.1	1.8
Private doctoral	31.8	12.5	46.5	9.2
Public non-doctoral	40.4	13.6	43.2	2.9
Private non-doctoral	24.1	11.1	46.6	18.2
Public 2-year	19.4	6.4	48.6	25.5
Private 2-year	9.9	3.0	29.8	56.4

Source: National Center for Education Statistics, National Study of Postsecondary Faculty: 1999.

CONCLUSION

How do we interpret the transformations occurring within academe, absent data on organizational culture and conditions, markets, and ecology? What are the implications of these findings for academic employment in the 21st century?

To summarize—public colleges and universities are the prime locus of academic employment for all faculty members. We should focus on academic employment policy in the public sector—particularly at community colleges.[56] The findings also suggest a primary, internal labor market of tenured faculty, alongside a secondary, external labor market of non-tenured and nonstandard workers. The emergence of a split-labor market has serious implications for faculty workload, productivity, and unionization. Policymakers and critics of tenure must formally address—not conveniently ignore—the divergence in academic career paths.

Here are three conclusions that apply to all faculty, administrators, unions, benefactors, and trustees. First, *research matters*. Ideas have consequences, especially when they influence collective decisions and organizational policies. When it came to the state of the academic profession and the trend toward contingent labor across the last decade, leadership was amiss, impotent, or distracted. In 1986, Bowen and Schuster warned that the U.S. professoriate was imperiled absent proactive measures, but mainstream preoccupation with the tenure debate precluded serious attention to the substantive questions they raised. Future research must relate the complex economic, political, and social forces engulfing colleges and universities to the social actors and their decisions within these organizational domains.[57]

Second, *social change matters* by affecting people, organizations, resources, and directions. Colleges and universities can never exist in a social or political vacuum, so academic organizations must adapt in light of changes in the regular division of labor, technology, culture, ideology, population cohorts, and resource flows. Administrators and faculty leaders must be conversant with research on social trends to anticipate change and avoid unintended consequences. To best serve all types of professors—non-tenured, tenured, regular, contingent, full-time, and part-time faculty members—we must develop an organizational mindset that complements our humanistic, scientific, and professional expertise.

Last, *leadership in higher education matters*, on the institutional, policy, and professional levels. The academic professions have always required leadership that balanced forces pressing for decentralization or centralization. But given today's complexities, we can no longer afford decisions made on the basis of anecdotes, or in a disjointed or haphazard fashion.[58] One observer called for vision among university presidents and governing bodies in setting a realistic agenda, and urged leaders to collaborate effectively with the disparate campus communities and interests.[59]

Good advice! For faculty members, leadership requires strategic, coordinated collaboration between departments, disciplines, professional associations, and faculty unions. For policymakers, leadership requires collaboration with all parties or stakeholders. Such leadership is needed to enhance academic work in the century ahead.

NOTES

[1] Durkheim, 1966.

[2] Blau and Duncan, 1967. Many studies in status attainment research since the 1960s attest to this concern.

[3] Jencks and Riesman, 1977.

[4] Blau, 1994.

[5] Bourdieu, 1988; Rhodes, 2001.

[6] Wolfram, 2002; Axelrod and Cohen, 1999, Rhodes, 2001.

[7] Schwalbe, 2001; Luhman, 1995.

[8] Coleman, 1990.

[9] DiMaggio, 2001; Lomi and Larsen, 2001; Carroll and Hannan, 2000.

[10] Derber, 2000.

[11] Sennett, 1998.

[12] Powell, 2001.

[13] DiMaggio, 2001.

[14] Hayes and Wynyard, 2002.

[15] Ben-David and Zloczower, 1962.

[16] Lomi and Larsen, 2001.

[17] Harrison and Carroll, 2001.

[18] Macy and Strang, 2001.

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[19] My substantive inferences in this article are drawn from aggregated individual responses from a sample survey (methodological individualism).

[20] More sophisticated multivariate research will be reported elsewhere.

[21] Gamson, 2001, 367.

[22] Carley, 1995.

[23] These surveys relied on static measures or a cross-sectional design.

[24] Sociologist Joseph Ben-David proved this conjecture a generation ago.

[25] Rhodes, 2001, 45-57.

[26] Blau, 1994.

[27] Simon, 1995.

[28] Frank and Cook, 1995; Bok, 1993.

[29] Rifkin, 1995.

[30] This does not infer that the structure, dynamics, or outcomes of each realm are identical in substance or form, or even susceptible to the same social forces in the same degree or with the same incidence.

[31] Lomi and Larsen, 2001.

[32] Slaughter and Leslie, 1997.

[33] Rhoades, 1998.

[34] Fairweather, 1996.

[35] These survey data are similar to patterns in IPEDS data.

[36] TIAA-CREF and the National Opinion Research Center, 2002, 2.

[37] Few faculty respondents opposed the continued existence of tenure in higher education (Ibid., 35).

[38] The American Faculty Poll (AFP) sampled 1,511 full-time faculty members at 285 colleges and universities in spring 1999. The institutional breakdown: 97 two-year institutions, 93 private colleges, and 95 public four year institutions (with 507, 503, and 501 respondents respectively). The National Opinion Research Center, based at the University of Chicago, conducted the survey.

[39] Forty-five percent of these professors taught in institutions with enrollments between 2,000 and 8,000 students. Another 30 percent held jobs at colleges or universities with enrollments above 8,000 students. Over 86 percent of respondents were white, with twice as many men in the sample than women. Two-thirds of faculty were between 40 and 59 years old. About 32 percent of sampled faculty held appointments in the sciences or engineering, 24 percent in the humanities, and 14 percent in the social sciences.

[40] TIAA-CREF and the National Opinion Research Center, 2002, 32.

[41] Ibid., 36-37.

[42] Ibid., 30.

[43] Ibid., 39-41.

[44] Hendrickson, 2002, 1.

[45] Ibid., 6.

[46] Ibid.

[47] Collective bargaining, suggest Klaff and Ehrenberg, contributes to higher salaries for staff as well as faculty (2002, 1-13).

[48] Lane, 2002,

[49] Ibid., 6.

[50] For example, Lane identified a ten percent increase in the percentage of part-time faculty since 1987 (2002, 6).

[51] United States Department of Education, 103.

[52] National Education Association, 2001b, table 1, p. 1.

[53] Trower and Chait, 2002.

[54] Ibid.

[55] Nearly 52 percent of faculty members under age 35 worked part-time; so did 45 percent of faculty between 65 and 69. See National Education Association, 2001b, 1.

[56] Faculty diversity is increasing as turnover from retirements creates opportunity and as colleges use new recruitment strategies to fill these openings.

[57] Wolfram, 2002; Axelrod and Cohen, 1999.

[58] Oakley and Krug, 1994.

[59] Rhodes, 2001.

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The Federal Role in Higher Education

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The range of federal involvement in higher education extends from admission standards to zoology research. This range is not surprising for those who know its long history. The Supreme Court, for example, in *Trustees of Dartmouth College* v. *Woodward* (1819) established the independence of private higher education—actually all higher education—from direct government control. The Land-Grant College Acts (1862, 1890) accelerated the growth of public higher education and explicitly linked higher education to economic development by promoting "the liberal and practical education of the industrial classes in the several pursuits and professions in life." The G.I. Bill (1944) democratized and "massified" higher education, thereby laying the foundation for a nation with a broad middle-class.[1] World War II forged a partnership in research between the federal government and higher education. *Science, The Endless Frontier* (1945), a report to the president, pointed the direction for a permanent federal role in supporting basic research at colleges and universities. The Civil Rights Act of 1964 broke the back of *de jure* segregation in higher education. This historical enumeration suggests the depth, breadth, and decisiveness of the federal influence on American higher education. This influence continues; here, we outline the current connections and prospects for the future.

The federal government, above all, seeks to provide for the security of our borders from hostile action, to ensure domestic tranquility and the rule of law, and to produce economic stability and prosperity. The success of the federal government in each realm directly affects higher education. Higher education is buffeted by political and economic tides—no isolated and insulated ivory tower here. Economic hard times affect enrollments, depress faculty salaries, reduce public and donor support, and erode the value of endowments. International events, such as the Cold War or the current war on terrorism, affect the climate of inquiry and teaching, the amount of secret research, the ability of military and security agencies to recruit, and the administration of policies concerning foreign students. Thus, the federal government is the ultimate guarantor: A secure and prosperous nation benefits American higher education;

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conversely, threats to security and prosperity jeopardize the welfare of our colleges and universities.

The federal government also influences higher education in specific areas, including student assistance, tax policy, research support, civil rights, and employment regulation. Federal policy also affects such policy areas as information technology, language and area studies, and support for minority-serving institutions. This essay focuses on policy formation in these several key areas.

STUDENT ASSISTANCE

Student assistance programs affect more institutions than any other federal program. Participants include about 2,100 non-profit public and about 2,000 non-profit private two-year and four-year institutions. About 2,300 private for-profit (proprietary) schools also participate, and enroll about four percent of all students.[2] Students received $43.7 billion in federal assistance in the 2001–2002 school year.[3] Parents borrowed an additional $4.6 billion under these programs.[4]

These programs are intended to help students attend college who are qualified but who would otherwise be excluded. Spending taxpayer funds on financial aid is justified because public benefits result from the expenditure. Helping needy students increases the nation's economic productivity and supplies students with key skills for the labor market. The result: a larger economic pie for all to share. These programs also create non-economic public benefits including stronger democratic institutions, better health, and a protected environment.[5] Last, increasing higher education opportunity is the right and moral thing to do—it makes America a more fair and just society.

The Higher Education Act, President Lyndon B. Johnson stated in 1965, "means that a high school senior anywhere in this great land of ours can apply to any college or any university in any of the 50 States and not be turned away because his family is poor."[6] President Nixon reiterated the goal of expanded access in 1970: "No qualified student who wants to go to college should be barred by lack of money. That has long been a great American goal; I propose that we achieve it now."[7]

Congress enacted the Perkins Loan program—originally the National Defense Student Loan (NDSL) program—in 1958 to help increase the supply of teachers, scientists, and other highly trained persons. The goal of this first federal student aid program: to win the "space race" after the launching of Sputnik by the Soviet Union. Needy undergraduate and graduate students receive low-interest loans under this program. Next came the Work-Study program, launched in 1964 by the Office of Economic Opportunity. Work-Study provides federal funds to colleges and universities to pay the wages of needy undergraduate and graduate students who work on campus or in public service jobs. The Supplemental Educational Opportunity Grant program (originally the Educational Opportunity Grant)—another War on Poverty program (1965)—distributes funds to colleges and universities to provide grants to needy undergraduates. The Guaranteed Student Loan program (1965) authorizes the federal government to guarantee student loans to needy students and to pay the interest on these loans while students remain in college. This program in which the capital is provided by private sector lenders continues today under the name of the Federal Family Education Loan Program (FFELP). In 1993 institutions of higher education were provided with the option of participating in the federal student loan program either through FFELP or through the new Direct Loan Program in which the federal government provides the loan capital, not private lenders. Both FFELP and Direct Loans offer identical terms to student borrowers, and both programs also make unsubsidized loans to students who do not demonstrate financial need and to parents to pay the educational expenses of their children.

Pell Grants—originally Basic Educational Opportunity Grants (1972)—are made directly to needy undergraduates; it is the largest federal grants program. The Leveraging Educational Assistance Partnerships (LEAP) program—originally State Student Incentive Grants (1972)—provides matching funds to states for grants to needy students.

The Perkins Loan Program, the Work-Study Program and the Supplemental Educational Opportunity Grant Program are collectively known as the "campus-based programs." Federal funds are distributed by formula to colleges and universities that provide matching funds. These institutions then decide how to "package" or combine grants, loans, and work assistance to needy students. The law specifies the maximum award limits for each program, but the funds appropriated for campus-based programs are not adequate to aid all eligible students up to the legislated limits. The statutory formulas also provide more funds to some institutions than to others, holding constant the financial need of their students. The aid received by a student from the campus-based programs therefore depends on the allocation formulas and on the discretion of the campus financial aid officer.

Table 1 shows the total amount of aid provided through each program in 2001–02 and the number of students aided by each program. The amounts listed for student aid include the institutional- and state-matching funds required in some programs. The actual federal appropriation is substantially less than the amounts listed on the table because of the matching requirements and because of the multiplier effect of federal support for the loan programs. In 2002–03, for example, students will be able to borrow $11 in FFELP for each dollar of federal spending for the program.[8]

Table 1

Federal Student Financial Aid: 2000–2001 Academic Year

Program	Aid Available (in billions)	Number of Students Aided (in millions)
Pell Grant	$7.9	3.9
SEOG	0.8	1.1
LEAP	0.1	0.1
CWS	1.1	1.0
Perkins Loans	1.1	0.7
FFELP & Direct Loans		
Subsidized	18.1	4.3
Unsubsidized	14.8	3.0
PLUS (parent loans)	4.1	0.5

Total aid available to students: $43.9 billion.

Sources: The College Board. Trends in Student Aid 2001. *Washington, D.C.: author, 2001, and U.S. Department of Education,* FY2001 Budget Summary.

These student financial aid programs aim to overcome financial barriers to obtaining a college education. The federal TRIO programs that complement these programs provide services to nearly 700,000 low-income first-generation-in-college students between the ages of 11 and 27 in more than 1,900 projects; federal appropriations for 2002–03 totaled $802 million.[9] These services include information about college admissions and financial aid programs, tutoring, mentoring, counseling, and remedial instruction. Students in secondary school and in higher education are aided in overcoming social, cultural, and academic barriers to access to higher education. The first TRIO program was launched in 1964 as part of the War on Poverty; today the TRIO umbrella includes six outreach and support programs: Talent Search, Upward Bound, Student Support Services, Educational Opportunity Centers, the Ronald McNair Post-Baccalaureate Achievement Program, and Staff Development. The GEARUP program, enacted in 1998, provides similar services to cohorts of low-income students beginning in grade six.

Except for the unsubsidized and parent loans, all aid reported in Table 1 is based on financial need. But unsubsidized loans are the most rapidly growing category of federal financial aid. Nor do federal tax benefits to individual students and their parents for higher education target the needy. Grants awarded by states and individual colleges and universities are increasingly based on academic merit rather than financial need. Thus, the commitment to provide opportunities to students who are qualified for college but needy is under threat from all sides.

In 1999–2000, 64 percent of graduating students were borrowers under at least one federal student loan program; two-thirds of this year's full-time undergraduates are borrowers. Not only are more students borrowing, but also the amounts borrowed are growing. The average debt grew over 80 percent from $9,188 to $16,928 since 1992–1993.[10] An aversion to borrowing resulting from this increasing student debt burden, some observers believe, may lead low-income and minority students to reject the opportunity for higher education. Worries about the amount borrowed and how to pay it back may distort their choice of institutions, ability to enroll full-time, choice of major, persistence to graduate school, and choice of job and career.

These trends in borrowing, combined with the declining purchasing power of federal grants as college costs increase, create an opportunity gap between students from low-income and upper-income families. Among college-qualified high school graduates, only 33 percent from low-income families attended a four-year college after high school while 77 percent of their peers from high-income families attended a four-year college.[11]

All federal student aid programs are available to students regardless of their field of study or intended occupation; these programs are not instruments of manpower planning. Partial loan cancellations for some types of teaching are political window dressing—too small to leverage the career choices of students. Veterans' education benefits, in contrast, help to make the all-volunteer military services more attractive; they are not intended to equalize educational opportunity. Veterans received $1.9 billion in 2000–2001 for higher education expenses.[12]

These complex and costly federal student aid programs impose a substantial regulatory burden on the 6,400 public and private, non-profit and for-profit participating institutions. Access to federal aid is essential for the survival of many institutions. Participation in these programs therefore is a powerful hook for many requirements, not all of them related directly to financial aid. To participate, institutions must be licensed by a state to ensure quality, be certified by the Department of Education to ensure their administrative competence and their financial solvency, and be approved by an accrediting agency that meets federal standards. These institutions must also comply with federal requirements for reporting data about operations, enrollments, staffing, degree production, and campus crime.

TAX BENEFITS

Tax benefits for favored activities are a popular form of federal support. These benefits are less visible than direct spending, appear to involve less federal control, and are portrayed as "tax cuts" rather than federal "spending." Federal tax benefits to higher education were historically accorded to *institutions* of higher education. Exempting the income of non-profit colleges and universities from federal taxation is the most important benefit—the concept of "non-profit" status is largely derived from tax law. A rough approximation of the value of this benefit to higher education is $50 billion per year.[13]

Tax exemption is provided for a historical reason—kings did not tax churches. The state, successor to kings in a republic, taxes neither churches nor institutions that perform functions formerly assumed by churches, such as providing education, health care, and "social services." Historical precedent and the political power of the beneficiaries have preserved tax-exempt status. Some observers ask if there would be a net loss in benefits to the public if governments taxed the income of non-profit organizations.[14] About 2,300 for-profit (proprietary) institutions, these observers note, provide postsecondary education to more than 600,000 students. These institutions pay taxes on their income like any other business and meet the same federal standards as non-profit institutions.[15]

In any case, income from activities unrelated to the charitable purpose is subject to a federal unrelated business income tax (UBIT). Interested parties continue to define the border between income related to the charitable or eleemosynary mission of the non-profit institution—teaching and research in the case of higher education—and income derived from other activities. The Internal Revenue Service, for example, recently decided that colleges must pay this tax on lump-sum payments made by soft drink companies in return for exclusive access by the beverage brand. Providing brand visibility and an exclusive campus market for a soft drink, the IRS determined, was not part of the core mission of an institution of higher education.[16]

The deductibility of contributions from the taxable income of donors—the other critical tax benefit to colleges and universities—substantially increases the amount and value of donations. The value of this benefit to elementary and secondary schools and to colleges was $5.6 billion in 2002.[17] Total private contributions to higher education totaled $24.2 billion in FY 2001.[18] Most of this goes to institutions that receive a substantial amount of donations. If an endowment in excess of $50 million indicates such a recipient, then only 420 colleges and universities (12 percent of all non-profit institutions of higher education) derive significant gains from this tax benefit.[19]

When does a donor receive a substantial benefit in return for a "gift?" This controversial question is a source of regulatory conflict because receiving a substantial benefit changes the "gift" from an eligible charitable deduction to a purchase that is subject to taxation. One example of a recent IRS decision: A donor who received the right to buy a luxury box at a football stadium in return for a large donation to a university athletic foundation for the construction of the box could deduct the donation.[20]

Individuals may benefit from other long-standing federal tax code provisions. Two examples: Scholarships and fellowships are non-taxable income under the code, and educational expenses required by an employer or by law—legal and medical continuing education, for example—are deductible. Tax benefits aimed at making college more "affordable" for middle-income families proliferated in the last decade. These new benefits encourage saving and investment to pay for higher education and provide tax reductions to those who pay higher education expenses or student loans. Table 2 summarizes the tax benefits available to individuals in 2001.

The Hope tax credit—the largest of the tax benefits for higher education expenses—highlights the education-related benefits provided by the Taxpayer Relief Act of 1997. A tax credit reduces the taxes to be paid by the amount of the credit. A student in the first two years of undergraduate education or whoever claims the student as a dependent—typically the student's parents—can claim the Hope credit. The student on whose behalf the credit is claimed must have at least $2,000 in tuition expenses to claim the maximum $1,500 annual credit. The Hope credit is not refundable; it can only be claimed up to the amount of the taxpayer's tax liability. Thus, if a taxpayer has no federal income tax liability, the taxpayer receives no Hope credit despite paying tuition. Or, a taxpayer with a tax liability smaller than the Hope credit that would be generated by their tuition payments has only the smaller tax liability canceled.

In FY 2002, the Hope credit provided $5.3 billion in benefits to taxpayers.[21] When taxpayers fully use the Hope credit and other tax benefits to individuals in higher education, their cost to the federal government "is projected to equal the cost of *all other existing federal financial aid programs combined.*"[22] These credits represent a major shift in federal higher education policy. Tax benefits do not help families without significant tax liabilities, and therefore fail to increase access to higher education for students from low- and moderate-income families. Instead, these benefits primarily aid students from middle- and upper-income families who would attend college even without the benefits.[23]

RESEARCH SUPPORT

The federal government is the primary source of support for academic research; federal sources supplied approximately 58 percent ($17.5 billion) of the expenditures for research in higher education in FY 2000.[24] In contrast to federal student financial aid programs and tax policies, which significantly affect all colleges, federal support for research is concentrated. The top 100 of the nation's 2,000 four-year non-profit colleges and universities received 82 percent of federal research and development expenditures in FY 2000.[25] The trend, though, is toward less concentration: The proportion of federal research funding received by the top 10 university recipients declined from 43 percent in 1952 to 21 percent in 2000.[26]

Federal support for basic research may be traced to Article 1, Section 8 of the Constitution, which gives Congress power "*to promote the progress of science* and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries."[27] The key justification for federal support for basic research: In the short run at least, the marketplace underinvests in basic research relative to the long-term benefits research brings to the nation. Nanotechnology, for example, is a current priority in federal support for basic

Table 2

Highlights of Tax Benefits for Higher Education, Tax Year 2001

	Hope Credit	Lifetime Learning Credit	Coverdell ESA	Traditional and Roth IRAs	Student Loan Interest	Student Tuition Programs	Education Savings Bond Program	Employer's Educational Assistance Program
What is the benefit?	Credits can reduce the amount of tax you must pay		Earnings are not taxed	No 10% additional tax on withdrawal	You can deduct the interest early	Earnings are not taxed	Interest is not taxed	Employer benefits are not taxed
What is the annual limit?	Up to $1,500 per student	Up to $1,000 per family	$500 contribution per beneficiary	Amount of qualifying expenses	$2,500	None	Amount of qualifying expenses	$5,250
What expenses qualify besides tuition and required enrollment fees?	None	None	Books Supplies Equipment Room & Board if at least a half-time student Payments to state tuition programs	Books Supplies Equipment Room & Board if at least a half-time student	Books Supplies Equipment Room & Board Transportation Other necessary expenses	Books Supplies Equipment Room & Board if at least a half-time student	Payments to Coverdell ESAs Payments to state tuition programs	Books Supplies Equipment
What education qualifies?	First 2 years of undergraduate	All undergraduate and graduate						Undergraduate
What are some of the other conditions that apply?	Can be claimed only for 2 years Must be enrolled at least half-time in a degree program		Cannot contribute to a Coverdell ESA and state tuition program in the same year Must withdraw assets at age 30		Applies to first 60 months of required interest Must be enrolled at least half-time in a degree program	Beneficiary must pay tax on withdrawn earnings	Applies only to qualified series EE bonds issued after 1989 or series I bonds	
In what income range do benefits phase out?	$40,000-$50,000 $80,000–$100,000 for joint returns		$95,000–$110,000 $150,000–$160,000 for joint returns	No phaseout	$40,000–$55,000 $60,000–$75,000 for joint returns	No phaseout	$55,750–$70,750 $83,650–$113,650 for joint returns	No phaseout

Source: Internal Revenue Service Publication 970, *Appendix B for Tax Year 2001.*

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research. Nanotechnology deals with matter measured in nanometers: one billionth of a meter or about 1/10,000 of the width of a strand of hair.[28] "Government officials want to become more active in nanotechnology research," states a recent account, "because they worry that the private sector has been unable or unwilling to make a major commitment in the field, which requires long-term investment without immediate benefit."[29]

About two-thirds of federal research expenditures at colleges and universities goes for basic research.[30] The National Science Foundation is the lead supporter of basic research, but nearly two-thirds of federal research funds for higher education comes from the National Institutes of Health.[31]

Article I, Section 8 of the Constitution also gives Congress the power to promote "useful arts." Support for practical or applied research—justified by this clause—now amounts to about one third of federal funding. The Hatch Act (1887) helped to ensure the primacy of universities in conducting federally supported applied research. This act provided funds to land grant universities to conduct agricultural research and to disseminate the results though experiment stations to farmers. Today, many federal agencies seek to accomplish their missions by funding applied research at universities. The range of missions includes killing pests to enhance agricultural productivity, putting a man on the moon, designing anti-missile technology components, developing solar energy, and finding "cures" for diseases such as cancer and AIDS.

The pattern of federal research support constantly shifts along with changing political priorities, such as the current heightened interest in smallpox and anthrax, two potential bioterrorism agents. These shifts can disrupt university research that is premised on years of stable support. Democratic control of government funding may thus conflict with the demands of research for long-term commitments.

Federal funding for research is divided into support for the direct expenses of the research project and support for "indirect" expenses, that is, overhead. Overhead costs, expressed as a percentage of direct costs, pay for maintaining the university infrastructure, such as administrative services, utilities, libraries, and buildings and grounds. These expenses cannot be reasonably allocated among funded projects. You might be able to figure out, for example, the cost for the electricity in a particular laboratory and divide that cost among the projects housed in that lab. But, what portion of the electricity for the streetlights in the parking lot do you allocate to the projects in the buildings served by the lot? The federal government and research universities continually debate the appropriate proportion of overhead costs to direct costs and the expenses to be included as overhead.

Most federal research funds are awarded competitively, with peer reviewers judging applications for support on their merit. But Congress earmarks a significant share of federal research funding for projects outside of the peer review process. These earmarks totaled $1.8 billion in FY 2002, about nine percent of the federal research funds for higher education.[32] NSF and NIH appropriations have been largely free of earmarks. But earmarking elsewhere, argue critics, deters agencies from funding the highest quality research, and distorts research priorities. Critics also note the unfairness of determining research funding by whether the university is represented by senior members of Congress who serve on the appropriations committees. Peer review, counter supporters of earmarking, is an old boy network. The result: The same rich institutions get richer. Spreading federal research dollars, supporters add, builds a larger national research infrastructure and extends more equitably the local economic development stimulated by university research.[33]

The economic benefits of federal research spending extend beyond direct and indirect cost payments. The little-noted Dole-Bayh Act of 1981, for example, authorized universities—not the federal agency funding the research—to hold patent and licensing rights to discoveries produced with federal funds.[34] This act created a lucrative new funding stream for research universities and spawned university involvement in commercial and joint ventures. The University of Rochester, for instance, is defending its patent claim and that of one of its faculty members for the anti-inflammatory drug Celebrex, the royalties from which are estimated to be in the billions of dollars per year.[35] In 2000, licensing fees provided more than $1 billion to American universities.[36] The Dole-Bayh Act also authorized for the first time copyright protection for computer programs, shaping the development of our knowledge-based economy.

The conduct of research at universities raises difficult ethical issues, including the appropriate treatment of human research subjects and research animals, use of human embryos, limits on human cloning, and genetic manipulation of plants and animals used for food. When federal government funds this university research, the intrusion of public values and concerns—less delicately called politics—and calculations of political advantage inevitably complicate, even threaten to compromise, academic inquiry.

CIVIL RIGHTS

Federal civil rights laws have changed the face of American higher education in the last four decades. The most important civil rights laws are:

- Title VI of the Civil Rights Act of 1964 (race, color, and national origin).
- Title IX of the Education Amendments of 1972 (sex).
- Section 504 of the Rehabilitation Act of 1973 (disability) and the Americans with Disabilities Act of 1990.

Title VI of the Civil Rights Act of 1964 established the pattern for subsequent civil rights laws. "No person in the United States shall, on the ground of race, color, or national origin," the title provides, "be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This prohibition of discrimination—not limited to education—is thus tied to the receipt of federal funds. If a college or university does not receive federal funds, the prohibition does not apply. For this reason, Hillsdale College in Michigan explicitly refuses to participate in federal student financial aid or research support programs. Title IX, which applies only to education programs, does not apply to undergraduate admissions at private colleges. Section 504, patterned after Title VI of the Civil Right Act, provides that "no otherwise qualified individual with a disability…shall, solely by reason of her or his disability…be subjected to discrimination…." The Americans with Disabilities Act is not tied to the receipt of federal funds. It expands upon and reinforces Section 504 by providing "a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities."

When Title VI of the Civil Rights Act ended legal segregation in American higher education, 19 states had separate state-supported higher education institutions for black and for white students.[37] One index of the desegregation of American higher education is the growing percentage of minority enrollments. These enrollments nearly doubled from 15.7 percent in 1976 to 28.1 percent by 1999.[38] The percentage of black high school graduates enrolling in higher education increased from 23 percent in 1967 to 56 percent in 2000.[39]

Title IX has become synonymous with expanding opportunities for women and girls in sports, and for the dramatic growth in women's sports, symbolized by the new professional leagues for women's soccer and basketball. But Title IX has also had a pervasive, though less visible, impact on the *academic* opportunities available to women. Between 1972–73 and 1999–2000, for example, the proportion of degrees in medicine and law received by women increased from nine to 43 percent and from eight to 46 percent, respectively.[40]

Ramps, curb cuts, and handicapped-accessible lavatories along with sign interpreters at public lectures and commencement ceremonies are some visible signs of broader opportunities for students with disabilities resulting from Section 504 and the Americans with Disabilities Act. The percentage of college freshmen with a disability has more than tripled from fewer than three percent in 1978 to over nine percent in 1998.[41] Most colleges now offer services to help students with disabilities succeed—88 percent, for example, offer alternative examination formats for students with disabilities.[42]

Attaining the equity and fairness envisioned by these civil rights laws is still in the future. But the laws themselves are now enmeshed in controversy. Opponents of affirmative action—used by colleges and universities to increase their enrollments of minority students—have challenged this practice as violating the Title VI prohibition against discrimination on the basis of race or ethnicity. Colleges have defended affirmative action practices as necessary for student diversity, which contributes "powerfully to the process of learning and to the creation of an effective educational environment."[43] In *Regents of the University of California* v. *Bakke* (1978), the Supreme Court held that a quota or "setaside" of admission's slots for a racial group was impermissible. But the Court said that race could be used as one of a constellation of factors in admissions to promote diversity that contributed to educational quality. The Supreme Court is reexamining the decision since lower federal courts have offered different interpretations of the *Bakke* standard.

Passage of Title IX resulted in substantial progress in eliminating discrimination based on sex. But difficulties remain. Women are still significantly underrepresented in the top ranks of academic administration and in many scientific and technical fields. Between 1979–1980 and 1998–1999, the percentage of engineering doctorates received by women increased from 3.6 percent to 14.9 percent (400 percent). But this increase still left men with 85.1 percent of engineering degrees.[44] Title IX enforcement standards in athletics are subject to continuing challenges, particularly by men's sports such as wrestling, that some colleges eliminated to create greater parity between the resources available for men's and women's sports.

Students with disabilities also continue to face challenges to access and retention. For example, 72 percent of high school graduates without disabilities, but only 63 percent of peers with disabilities, were enrolled in college two years later. Students with disabilities are less likely to attain a college degree: 12 percent of people with disabilities vs. 23 percent of non-disabled persons.[45] Students with disabilities also face challenges of program accessibility, and of full inclusion in academic, social, and cultural offerings at many colleges. One difficult issue: When can an educational program exclude a person with a disability as not "otherwise qualified," as required by Section 504? A college, for example, could not refuse to permit a blind students to participate in a hiking class that covers rough terrain because of fear that the student might trip and fall. But a college might appropriately exclude a blind student from a scuba diving class that pairs up participants to monitor each other's safety through visual inspection of valves and gauges.[46]

HIGHER EDUCATION INSTITUTIONS AS EMPLOYERS[47]

Colleges and universities, as employers, are subject to federal laws that regulate the workplace. Several laws apply almost entirely to *private* colleges and universities:

- The Occupational Safety and Health Act (OSHA).
- The National Labor Relations Act (NLRA), which deals with the right to organize and bargain collectively.
- The Fair Labor Standards Act (FLSA), which regulates minimum wages and overtime pay.
- The Employee Retirement Income Security Act (ERISA), which establishes standards and obligations for employee benefit and pension plans.

Laws that apply to *public and private* institutions include:

- The Family and Medical Leave Act (FMLA), which requires employers to grant unpaid leave for the birth or adoption of a child, placement in the employee's home of a foster child, or a serious health condition of either the employee or member of the employee's family.
- The Social Security programs including the Federal Insurance Contributions Act (FICA).
- The federal unemployment compensation system including the Federal Unemployment Tax Act (FUTA).

Most institutions that are not covered by these federal laws, particularly public institutions, are subject to similar state laws.

A key area of federal regulation is employment discrimination. Title VII of the Civil Rights Act of 1964 states:

It shall be an unlawful employment practice for an employer:

1. To fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual's race, color, religion, sex, or national origin; or
2. To limit, segregate, or classify his employees or applicants for employment in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his status as an employee, because of such individual's race, color, religion, sex, or national origin.

Many remedies are employed to enforce Title VII, including back pay, retroactive seniority, affirmative action measures to remedy past discrimination against a group, and compensatory and punitive damages. Federal courts have recently begun to entertain employment discrimination cases related to academic promotion and denial of tenure, raising delicate issues of judicial second-guessing of academic judgments. Another area of frequent and strong disagreement: Are faculty salary differentials caused by sex or race discrimination or by legitimate factors such as the length of academic employment or performance differences?

Are federal employment laws appropriate when applied to colleges and universities? These laws, written with industrial employers and hourly wage employees in mind, often are ill-suited to higher education. For example, the *Supreme Court in NLRB* v. *Yeshiva University* (1980) said that private university faculty were not "employees" eligible to form a union. Instead, they had "managerial status" because they participated in university governance, particularly in academic matters, the core function of the university. Subsequent federal decisions have found faculty at "Yeshiva-like" institutions to be "managerial" and faculty at other private colleges to be employees eligible to form a union. Similarly contentious has been the issue of whether graduate teaching assistants are "primarily students" not protected by the NLRA, or primarily employees who are protected.

ENHANCING THE QUALITY OF HIGHER EDUCATION

This catchall category includes federal activities and programs that aim at enhancing the quality of higher education, consistent with advancing national priorities. The name and mission of the Fund for the Improvement of Postsecondary Education (FIPSE) capture the spirit of these activities. The Fund makes discretionary grants to colleges and universities for "encouraging the reform, innovation, and improvement of postsecondary education, and providing equal educational opportunity for all."

The Internet, the engine of the knowledge-based economy and globalization, is a product of the federal investment in university research. Beginning in the 1960s, the Defense Advanced Research Projects Agency (DARPA) supported the research that laid the foundation for transmitting information through linked and interactive computer networks.[48] Involvement with the Internet continues on many fronts: The federal government, for example, is now trying to protect the Internet from cyber-terrorism and to protect children from pornography while maintaining the Internet's basic structure and utility.

The National Defense Education Act (1958), enacted in reaction to the launching of the Soviet Sputnik, encouraged study of regions and languages of strategic interest to the United States by funding area and language centers. This program assumed renewed importance with our increased attention to Moslem nations.

The federal government is also involved in the international activities of colleges and universities through Immigration and Naturalization Service (INS) regulation of foreign students and scholars attending U.S. institutions. In the 2000–01, nearly 550,000 foreign students and 80,000 foreign scholars studied, taught, and conducted research at U.S. colleges and universities.[49] The new INS Student Exchange Visitor Information System (SEVIS), which tracks the status of foreign students, places unprecedented, difficult responsibilities on our colleges.[50]

Federal grant programs support minority-serving institutions, including Historically Black Colleges and Universities (HBCUs), American Indian Tribally Controlled Colleges and Universities (AITCCUs), and Hispanic Serving Institutions (HISs). These colleges and universities play a key role in educating minority students—mostly low-income and first-generation-in-college. Formula and competitive grants help these institutions to improve academic quality, institutional management, and fiscal stability.

Federal programs come and go as national and political priorities change. Beginning in the 1950s, for example, Congress enacted programs of grants, loans, loan guarantees, interest subsidies, and bond insurance that provided billions of dollars to build academic facilities, including hundreds of thousands of dormitory rooms. By the 1960s many in Congress viewed higher education construction as the complement to student aid in expanding educational opportunity. But Congress recently repealed these programs, though higher education faces 2.6 million additional enrollments by 2015.[31]

CONCLUSION

The federal government and higher education remain inextricably linked. Federal support helped to create the best research universities in the world. It also helped to create the world's largest system of higher education—an example of how an open and diverse system provides opportunities to a high percentage of students able to benefit from advanced education. These outcomes did not result from a federal master plan or strategy; instead, they emerged from many large and small federal decisions that created the right environment and resources.

These same federal decisions create a risk for higher education. The cumulative impact of these decisions, and of decisions yet to come, might stifle the freedom and autonomy of higher education, thus rendering our colleges and universities unable to serve the country or the world effectively. Is this risk imminent or hypothetical? Future public policy debates will address the many links between the federal government and higher education, but this question must remain at the forefront of all debates.

NOTES

[1] Nearly half of students enrolled in higher education in 1947 were veterans on the G.I. Bill. See Mettler, 2002, 351.

[2] U.S. Department of Education, 2002a, table 170, p. 204.

[3] U.S. Department of Education, 2002b, 46.

[4] The College Board, 2001, 6.

[5] The Institute for Higher Education Policy, 1998, 13-22.

[6] Johnson, 1965, 1102.

[7] Nixon, 1970, 276.

[8] On the amounts of aid available to an individual student under each program as well as the loan repayment options, see U.S. Department of Education, 2002c.

[9] U.S. Department of Education, 2001, 55-58.

[10] American Council on Education, 2001; King and Bannon, 2002.

[11] Advisory Committee on Student Financial Assistance, 2002, 18.

[12] The College Board, 2001, 6.

[13] This calculation is based on total revenue received by public and private institutions of higher education of $300 billion and an estimated average tax rate of 18 percent.

[14] Colombo, 1993.

[15] U.S. Department of Education, 2002a, Table 171, p. 205.

[16] Healy, 2000, A36.

[17] *Budget of the United States Government, Fiscal Year 2003*, Table 6-5, p. 111.

[18] Council for Aid to Education, 2002.

[19] "All Institutions Ranked…," 2002, 44-48.

[20] Asher, 1999, D8.

[21] *Budget of the United States Government Fiscal Year 2002*, Table 6-5, p. 110.

[22] Conklin, 1998, vii (emphasis in the original).

[23] See Wolanin, 2001 and U.S. General Accounting Office, 2002.

[24] Intersociety Working Group, 2002, Table I-8, p. 62.

[25] "Top Institutions…" 2002, A24.

[26] Ibid. and Geiger, 1992, 7.

[27] The federal system of copyright and patent protections is derived from this clause. Emphasis added.

[28] Roco, 2002.

[29] Southwick, 2000, A38.

[30] Intersociety Working Group, 2002, 62.

[31] Ibid., p 31.

[32] Brainard, 2002, A20.

[33] See Greenberg, 1999.

[34] *Congressional Quarterly*, 1981, 747.

[35] Blumenstyk, 2002, A27-28.

[36] Shoichet, 2002.

[37] O'Brien and Zudak, 1998, 10.

[38] U.S. Department of Education, 2002a, Table 207, p. 241.

[39] Ibid., Table 184, p. 219, and U.S. Department of Education, 1995, Table 180, p. 189.

[40] U.S. Department of Education, 2002a, Table 263, p. 322.

[41] American Youth Policy Forum and Center on Education Policy, 2002, 36.

[42] Ibid., 38.

[43] Rudenstine, 1996, 1.

[44] U.S. Department of Education, 2002a, Table 304, p. 348.

[45] American Youth Policy Forum and Center on Education Policy, 2002, 52.

[46] See Jarrow, 1997.

[47] See Kaplin and Lee, 1995, chapters 3 and 7.

[48] This oft-told story appears in Johnson, 2001, chapter 2, and in Internet Society, May/June 1997.

[49] Institute of International Education, 2001.

[50] Margulies, 2002, A24.

[51] Carnevale and Fry, 2000, 8.

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Higher Education Finances: In Recession Again

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Recession overtook the U.S. economy in early 2001 after a decade of steady, often heady, economic growth.[1] Higher education felt the effects when many states cut enacted budgets during 2002 after revenues lagged estimates.[2] FY 2003 looked worse as states depleted reserves and ran out of accounting gimmicks and easy spending cuts. Analysts foresaw little relief before FY 2004 because state tax revenue health lags economic recovery by a year or more.[3] Policymakers asked students and families to plug the gap by paying higher tuition and fees, despite rising unemployment and stagnant incomes. States honed these techniques in earlier recessions, but this time a "baby boom echo" demographic bulge, and an economy more dependent on advanced education and skills brought about an unprecedented demand for higher education. This chapter explains these developments and their implications for higher education.

THE ECONOMIC DOWNTURN

The U.S. economy sputtered in 2001, well before the September terrorist attacks, after a record run of economic prosperity that dominated the 1990s. Many e-commerce companies saw their speculative bubbles burst, manufacturing activity and business investment spending declined, and the stock market abruptly halted its spectacular rise. The economy was in decline during the first two quarters of 2001, though that was unclear at the time.[4] September 11 brought a further tailspin in profits and stock prices when fear and increased safety spending hurt travel and related industries. Business investment dried up, and the third quarter saw a further decline in GDP.[5] Economic growth for 2001 fell to just 0.3 percent[6]—a sharp drop after four consecutive years when growth rates exceeded four percent.[7]

This bump in the road was short-lived; by early 2002, observers noted an apparent turnaround. Growth perked up to a 2.7 percent annual rate in the fourth quarter of 2001, the economic engine then shifted into high gear—a brisk 5.0 percent pace in the first quarter of 2002[8]—as companies replenished depleted inventories while consumer spending remained surprisingly strong. Then, there

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was another crash in the second quarter as the inventory replenishment cycle peaked without any significant gains in new business investment, consumer spending finally felt the effects of layoffs and the stock market decline, and the dollar showed signs of being overvalued.[9] The July estimate of the April-June growth rate was a weak 1.1 percent.[10]

Some observers talked in late 2002 of a "double dip" recession (two recessions in quick succession).[11] But most government and independent analysts seemed to believe the worst was over. "The stumbling stock market and falling dollar are the last gasp from unwinding the excesses of the late 1990s," argued the late July edition of the respected DRI-WEFA *U.S. Economic Outlook* forecast. "Once these bubbles have fully deflated, the economy will be on a firmer footing."[12] "The second quarter will probably be the low point for GDP growth this year," projected DRI-WEFA, with growth improving to a 3.0 percent pace in the third quarter and 4.6 percent in the fourth.[13] This publication foresaw healthy annual gains of 3.5 percent and 3.7 percent for 2003 and 2004, respectively.[14] This optimistic forecast assumed no new terrorist attacks, no extended war against Iraq, no rapid crash of the overvalued dollar, and no stream of further revelations of corporate accounting shenanigans. In any case, state tax revenues would lag the recovery by many months since unemployment was predicted to climb from 4.0 percent of the labor force in late 2000 to 6.0 percent by the third quarter of 2002, and then to decrease sluggishly through 2004.[15]

STATE FISCAL STRESSES

Citizens who depend on state financial support should pull for these optimistic economic scenarios. State budgets were in sad shape in early FY 2003. Economic doldrums quickly affect revenues, which depend on sales and business taxes in most states. These inflows are slow to recover because high unemployment persists long after recessions are officially over.[16] Recessions also produce increases in spending demands for such "irresistible" needs as public assistance and medical aid to the indigent. Welfare rolls have not yet increased dramatically in the current slowdown, but Medicaid trends are frightening to budgeters. Medicaid expenditures—close to 20 percent of all state spending[17]—grew by 11 percent in FY 2001 and by more than 13 percent in FY 2002.[18] Governors' budgets for FY 2003 projected a six-percent Medicaid growth rate, an optimistic estimate given current economic conditions and trends in health costs. About 30 states reported Medicaid budget overruns in each of the previous two years.[19] Exceeding this figure in FY 2003—a strong possibility—means finding savings elsewhere in already tight state budgets.

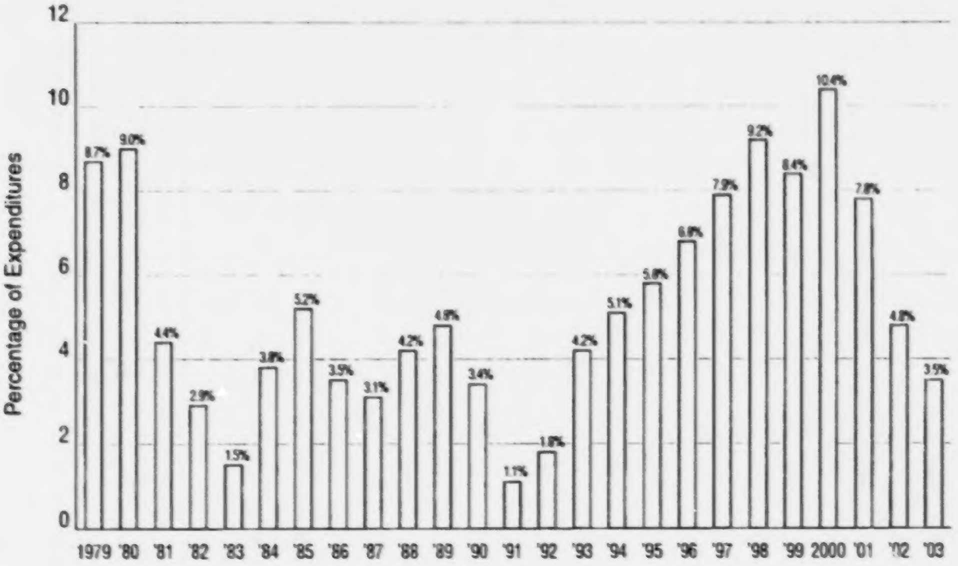
The states in aggregate had to cover budget shortfalls of $37 billion in FY 2002; one authoritative survey foresaw a staggering $58 billion gap in FY 2003.[20] During FY 2002, 39 states reduced their enacted budgets by about $15 billion.[21] Many states used across-the-board budget cuts; 11 states laid off employees.[22] The other 39 states made up the rest by spending from reserve funds, tapping special revenue streams like tobacco settlement funds, and using accounting gimmicks "that would make the accountants at Enron and WorldCom blush."[23]

State reserves declined from a healthy 10.4 percent of the previous year's aggregate expenditures at the end of FY 2000 to an estimated 4.8 percent at the close of FY 2002.[24] Reserves would drop to 3.5 percent of expenditures by June 30, 2003, based on governors' recommended budgets for 2003 (Figure 1). Budget writers would choose between spending cuts and unpopular tax increases once reserves are depleted and creative accounting maneuvers exhausted—bad news for universities and other state-supported agencies, given the public's lack of enthusiasm for tax increases.[25] Figure 2, depicting estimated FY 2002 year-end balances by state, shows northern tier states in stronger fiscal health than southern states, with some exceptions.

Planners initially envisioned an eighth consecutive year of net tax-cutting in FY 2002,[26] but recession-induced budget gaps led to the first net tax increase across the 50 states since the early 1990s (Figure 3). The governors' proposed budgets augur more tax hikes in FY 2003 with net tax and fee changes expected to produce an additional $2.4 billion.[27] Most increases would come from "sin" taxes on alcohol and tobacco, though a few states planned sales or income tax hikes.[28]

Figure 1

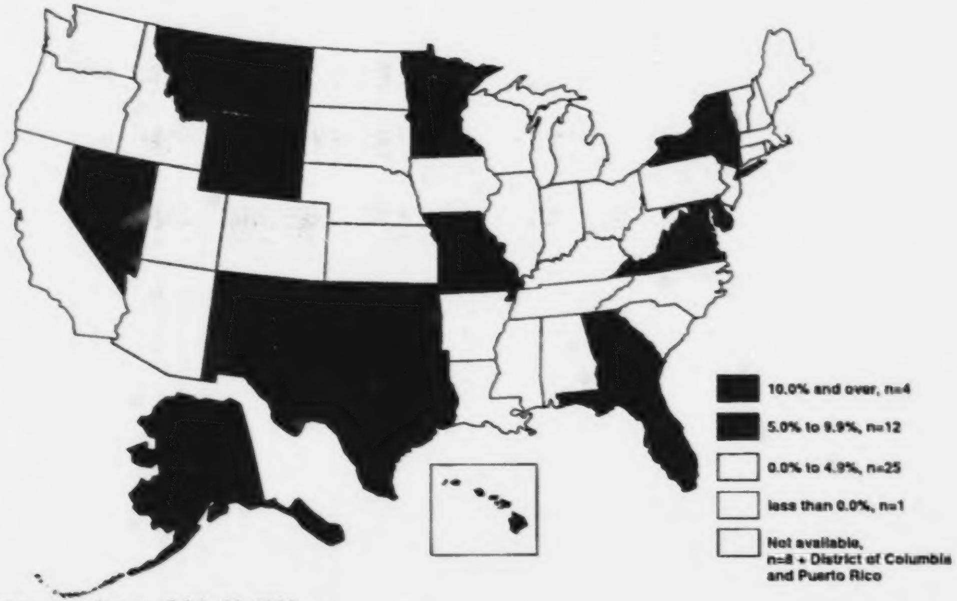
Total Year-End Balances as a Percentage of Expenditures, FY 1979 to FY 2003



Source: National Governors Association, 2002, 15.

Figure 2

State Year-End Balances, FY 2002 Ending Balance as a Percentage of General Fund Expenditures


10.0% and over, n=4
5.0% to 9.9%, n=12
0.0% to 4.9%, n=25
less than 0.0%, n=1
Not available, n=8 + District of Columbia and Puerto Rico

42 states reporting as of July 22, 2002
Source: National Conference of State Legislatures, 2002a, 13.

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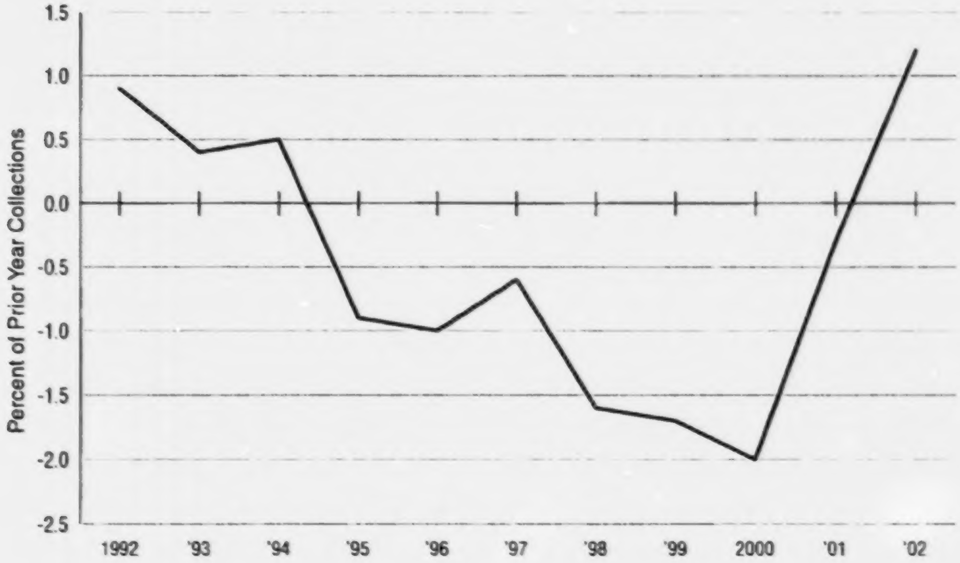
Figure 3

Net State Tax Changes, Percent of Prior Year Collections by Year of Enactment, 1992–2002



Source: Adapted from National Conference of State Legislatures, 2002a, 14.

State revenue prospects appeared weak despite these projected revenue increases. FY 2002 revenues came in below budget in 37 states (February-April 2002 estimate), and the estimated aggregate revenue shortfall across all states was 5.6 percent.[29] A survey that included revisions to FY 2002 budgets made up to early April 2002 found that 39 states had revised budgets, that 24 of these 39 states experienced revenues below the revised levels, and nine of the remaining 11 states also had shortfalls.[30] In the April survey, 33 states reported spending overruns beyond budgeted amounts reflecting Medicaid and other recession-induced costs; 40 states and the District of Columbia had reduced or would reduce spending to address budget gaps in FY 2002.

Governors offered relatively optimistic FY 2003 budgets, typically promulgated in January 2002. These budgets projected an aggregate revenue gain of about five percent over the previous year.[31] More recent data were less sanguine.[32] A summer survey of FY 2003 revenue information for 40 states reported planned aggregate revenue gains of only 3.7 percent above FY 2002. Only nine states expected growth of more than five percent; seven states projected revenues below FY 2002 levels.

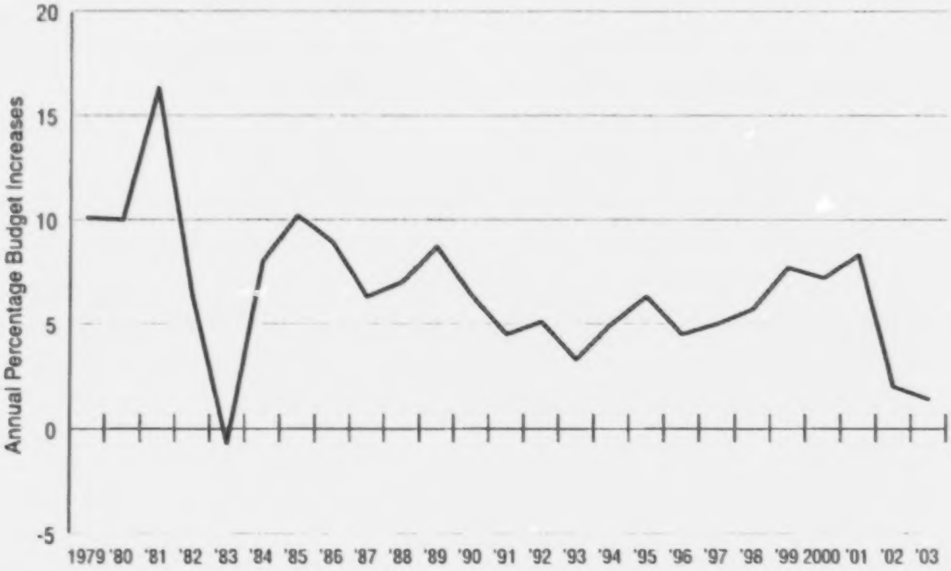
This data does not suggest generous state support for major agencies and functions, especially "discretionary" programs such as higher education. Figure 4, depicting annual percentage increases in aggregate state general fund expenditure budgets, shows the effects of economic troubles on state spending. The dips in the curve in the early 1980s, early 1990s, and the past two years follow recessions closely.[33] The estimated increase for FY 2002 is just 2.0 percent, the lowest since a 0.7 percent decrease in 1983. The annual growth would further weaken to a minuscule 1.4 percent, based on governors' proposed budgets for FY 2003.[34]

IMPLICATIONS FOR HIGHER EDUCATION FUNDING

States provided fairly strong support for higher education during the peak years of the economic boom. Appropriations grew 6-7 percent annually from FY 1998 through FY 2001—

Figure 4

Annual Percentage Budget Increases, FY 1979 to FY 2003



Source: National Governors Association, 2002, 4.

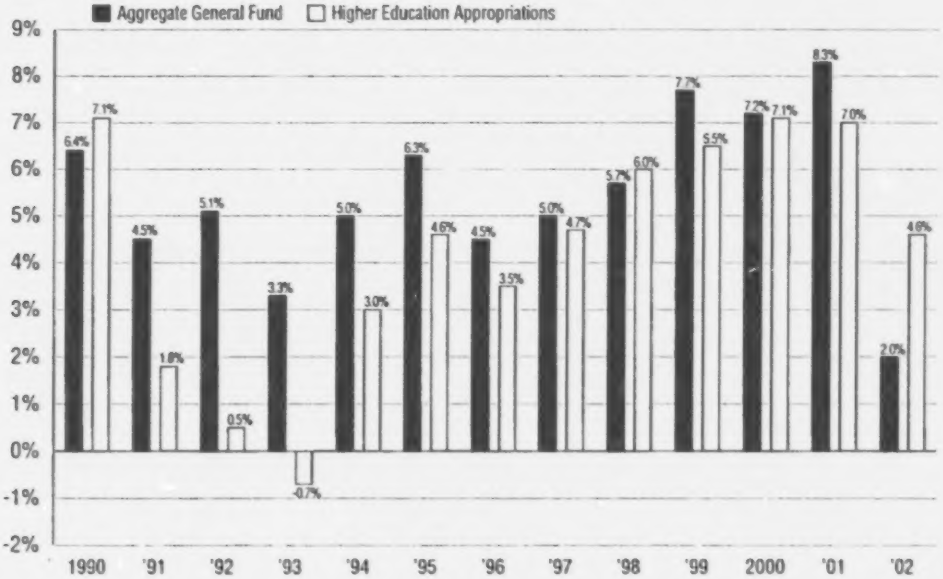
a rate similar to overall state general fund spending gains in these years. But higher education appropriations showed considerably smaller rates of growth during most of the 1990s—policymakers cut appropriations substantially during the recession of the early 1990s, and did not provide "catch up" funding for higher education for several years (Figure 5). Budgeters became cautious in their projections after the sudden downturn of 1990-91 forced states to resort to highly unpopular tax increases to balance their budgets. These increases led to intense political pressure for expenditure limitations and tax cuts even when prosperity returned.

Priorities in most states during much of the 1990s favored elementary and secondary education, welfare and its reform, prisons, and health care (especially Medicaid) over higher education. These expensive state-supported functions had a structural advantage in budgeting: Their costs were largely determined by caseloads because states must support all eligible individuals—K-12 students, prisoners, and Medicaid enrollees. Caseloads for many of these functions tend to rise in hard times, creating further pressures to make cuts elsewhere. Higher education enrollments, in contrast, are "discretionary"—colleges can always defer capacity expansion. The largest discretionary item in most state budgets—and therefore the most obvious target for reductions—higher education also has alternative sources of revenue: tuition, endowments, gifts, and grants.

This differential targeting in downturns makes catch-up funding for the academic sector imperative in periods of prosperity. But higher education at best enjoyed a modest fiscal recovery during the recent boom. Policymakers missed the opportunity to reduce the large backlog of deferred facilities' expenses and to prepare for the inevitable enrollment surge as the children of baby boomers came of age.[35] State support had declined by mid-2001, even before FY 2002 budgets were enacted. Still, the combined planned increase for higher education over FY 2001 for all 50 states was 4.6 percent, well above the inflation rate and the projected increase in all state spending.[36] But five states reduced higher education spending in FY 2002 enacted budgets, and

Figure 5

Growth in State Higher Education Appropriations vs. Growth in Aggregate State General Fund Appropriations, 1990–2001



** FY 2002 figures are based on the change from FY 2001 actual to FY 2002 estimated.*
Source: Compiled from information taken from Palmer 1998, 2001, 2002, and National Governors Association, 2002

another eight fell behind the inflation rate.[37] Most states with healthy appropriations increases were in the West or Northeast. Many states in the Southeast and the "Rust Belt"—the northern tier of states from New York and Pennsylvania west to Minnesota and Iowa (but excluding Illinois)—showed small gains or declines.[38]

FY 2002 student aid support in enacted budgets grew by 6.6 percent in the 34 states where year-to-year comparisons were possible.[39] Also faring well were historically black public colleges in Mississippi, Missouri, North Carolina, Oklahoma, Tennessee, and Texas—states affected by desegregation agreements with federal authorities. Reversing a recent trend, two-year colleges did not receive better state support than four-year schools—only 12 of the 41 states where such appropriations were distinguishable awarded larger increases to two-year colleges. The reverse occurred in 14 states, and the two sectors received similar increases in the remaining 15 states. Seven states provided direct funding to independent, nonprofit institutions, but this sector received larger increases than public colleges in only New Jersey and Pennsylvania. Public institutions fared better in Alabama, Florida, Iowa, Louisiana, and New York.

The worst news in FY 2002 came when many states cut spending in mid-year after revenues fell below budgeted levels.[40] Higher education, a summer 2002 survey noted, was the most common target for rescissions in appropriations.[41] Cuts in the 19 states facing rescissions included hiring freezes, travel restrictions, and postponed maintenance and construction. Several states also added tuition surcharges.[42] Enrollment demand increased during the recession, especially at community colleges, but many institutions reduced course sections, thereby turning students away or delaying their progress.[43] Last year's deep budget cuts in Massachusetts will leave a permanent impact: Nearly 12 percent of the employees at the University of Massachusetts–Amherst took early retirement.[44]

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FY 2003 began amid widespread signs of fiscal belt-tightening in higher education.[45] Table 1 shows FY 2002 and FY 2003 state appropriations for higher education for the 45 states where data was available as of October 2002.[46] Appropriations in 21 states declined between enacted budgets in FY 2002 and FY 2003; Missouri and Oregon, each showed decreases of more than 15 percent; declines in five more states—Idaho, Iowa, South Carolina, Utah and Virginia—exceeded five percent. Fourteen states cut appropriations by zero to five percent, and another 14 increased appropriations by less than three percent. Thus 35 of the 45 reporting states reduced FY 2003 purchasing power for higher education, despite enrollment increases in many of them.

What impact did budgetary stringency have on colleges and universities? The economy's condition and the demographic bulge in some states led to unprecedented enrollment pressures on community colleges.[47] In FY 2002 many community colleges added non-reimbursed enrollments—9,000 in Washington and 40,000 in California. College officials, while reluctant to cap enrollments officially, said that underfunding precluded purchase of equipment or hiring of staff needed to meet demand. Budget cuts even affected vocational-technical fields facing labor shortages. Non-degree adult education, ESL classes, and classes aimed at stimulating college attendance among high school students were cut as colleges saved resources for their highest priorities. Some community colleges contemplated higher admission standards—anathema to believers in the "open door" mission.

Cost cutting took many forms: job cuts at Virginia Tech and the University of Virginia;[48] rescissions of promised pay raises in Massachusetts; terms and temporary closures in Tennessee,[49] and early retirements in Idaho, Massachusetts, and New Jersey.[50] Tennessee and Wisconsin linked state funds for research to economic development;[51] Alabama and Tennessee tried to eliminate subsidies to sports programs,[52] and several states imposed new or higher fees, especially for technology services.[53] But colleges also deferred replacement of older computers and systems and cut spending on technology-related instructional innovations and on-line courses.[54] As often occurs in hard times, institutions protected core people and traditional functions at the expense of newer activities. Online education, noted one analyst, was vulnerable because it added to the cost of education, despite early claims of cost reductions.[55] Texas, in relatively good fiscal shape, offered to match private dollars raised for computer equipment, faculty training, and scholarships.[56]

A silver lining appeared in the dark fiscal clouds hanging over "megastates" California and New York, where governors and legislators, facing large FY 2003 deficits, spared higher education from the substantial reductions made elsewhere.[57] California faced an astonishing $23.6 billion budget deficit—one third of the huge state's general fund—but the three major public systems took budget hits of only a few percent. State officials preserved funding for additional enrollments and merit salary increases for faculty and staff—and avoided fee increases. The California State University system confined reductions to technology, equipment, library materials, and maintenance. The University of California system cut these areas as well as outreach programs to the state's K-12 schools. The governor's revised spending plan proposed an 80 percent reduction in the appropriation for the California Postsecondary Education Commission, the state's higher education policy research and data collection agency.

New York faced a $6.8 billion budget gap that took more than two months into the new fiscal year to close. But the state funded the State University of New York and the senior colleges of the City University of New York at FY 2002 levels and *increased* aid to CUNY's two-year colleges. Concern remained, though, that rosy assumptions underlay the California and New York budgets.

TRENDS IN TUITION AND STUDENT AID

Public colleges and universities usually increase tuition sharply to mitigate the effects of stagnant state support during economic downturns.[58] Some observers, noting that tuition growth rates have exceeded general price inflation for many years and seeing the negative reaction to the last round of sharp increases, predicted greater-than-usual resistance to the latest efforts to push up higher

Table 1

Appropriations of State Tax Funds for Operating Expenses of Higher Education: FY 2002 (Enacted and Revised) and FY 2003

State	FY2002 Enacted	FY2002 Revised	FY2003 Enacted	% Change Enacted 2003/2002
	(in thousands of dollars)			
Alabama	1,116,129	1,115,999	1,148,152	2.9%
Alaska	204,837	204,706	212,747	3.9
Arizona	949,926	884,175	907,227	-4.5
Arkansas	653,386	625,112	625,987	-4.2
Colorado (a)	781,303	756,809	817,236	4.6
Connecticut	761,942	753,681	762,600	0.1
Delaware	189,228	186,398	192,889	1.9
Florida	2,837,584	2,725,210	2,916,595	2.8
Georgia	1,699,438	1,707,734	1,734,481	2.1
Hawaii	349,159	349,231	369,649	5.9
Idaho	330,853	323,340	305,337	-7.7
Illinois (b)	2,922,598	2,904,184	2,787,048	-4.6
Indiana (c)	1,321,191	(no revision)	1,326,682	0.4
Iowa	830,226	786,640	769,854	-7.3
Kansas	715,585	712,923	712,037	-0.5
Kentucky (d)	1,084,605	1,063,668	1,094,599	0.9
Maine	239,892	239,002	242,082	0.9
Maryland	1,297,406	1,282,690	1,301,845	0.3
Massachusetts	1,009,921	1,017,564	989,019	-2.1
Michigan	2,273,532	2,257,732	2,263,572	-0.4
Minnesota	1,382,576	1,379,832	1,419,395	2.7
Mississippi	805,964	765,014	775,243	-3.8
Missouri (e)	1,049,504	974,646	875,070	-16.6
Montana	149,738	149,838	146,034	-2.5
Nebraska	525,220	521,316	520,691	-0.9
Nevada	346,845	(no revision)	370,593	6.8
New Hampshire	107,608	107,573	111,135	3.3
New Jersey	1,798,085	1,751,643	1,791,323	-0.4
North Dakota	201,497	201,497	201,497	0.0
Ohio	2,181,991	2,084,535	2,112,609	-3.2
Oklahama	824,891	796,312	811,474	-1.6
Oregon (f)	714,837	679,831	604,330	-15.5
Pennsylvania	2,035,092	2,044,695	2,011,110	-1.2
Rhode Island	174,939	174,473	169,438	-3.1
South Carolina	896,773	856,200	830,305	-7.4
South Dakota	141,973	143,163	148,588	4.7
Tennessee	1,073,136	1,071,515	1,153,989	7.5
Texas	5,074,633	5,135,147	5,209,765	2.7
Utah	608,644	586,208	566,431	-6.9
Vermont	73,195	71,354	75,455	3.1
Virginia	1,681,646	1,631,856	1,545,680	-8.1
Washington	1,373,895	1,370,342	1,375,255	0.1
West Virginia	392,051	392,051	393,695	0.4
Wisconsin	1,192,913	1,194,852	1,220,788	2.3
Wyoming	169,929	161,917	189,786	11.7

Source: Palmer, 2002.

Notes to Table 1:

(a) Does not take into account a gubernatorial order restricting four percent of FY03 appropriations at the beginning of the new fiscal year.

(b) FY 2002 and FY 2003 appropriations to public universities include $45 million for contributions to the state group health insurance fund.

(c) FY 2003 figures reflect appropriated amounts. Administrative reductions totaling $12.7 million have been implemented for FY 2003, but in conformance with long-standing Grapevine definitions, they have not been included above.

(d) The FY 2003 appropriations budget was not passed by the General Assembly, therefore these figures are based on a spending plan implemented by the governor.

e) These figures do not include additional withholdings by the governor for FY 2002.

(f) FY03 figures reflect the most recent (fifth) special legislative session actions and are as of September 17, 2002. Certain cuts approved during the fifth special legislative session are automatically repealed if voters approve a measure to increase the state income tax that will be decided at a January 28, 2003 special election.

education prices. The evidence did not bear out this hypothesis. Enrollment-weighted average tuition growth for in-state students at four-year public institutions jumped from the 3.5 to 4.5 percent range in FY 1998–2001 to 7.7 percent in FY 2002.[59] This hike was the largest increase since gains of 10.8 percent in 1992–93 and 8.6 percent in 1993–94 when the aftermath of the last recession depressed state appropriations. In-state tuition rate increases at public two-year colleges averaged 5.8 percent in FY 2002, a larger average than in the three preceding years combined. FY 2002 tuition hikes at independent four-year colleges averaged 5.5 percent—a percentage in line with recent increases in this sector.

Tuition hikes in 2002–03 reflected the accumulating impacts of the economic downturn on state and institutional finances. Tuition and fees at public four-year colleges, the College Board calculated, averaged 9.6 percent higher than in the previous year; public two-year colleges charged 7.9 percent more.[60] These increases were similar to the hikes in the recessionary period of ten years earlier. Independent four-year colleges and universities continued to raise their prices at similar rates to the recent past, averaging 5.8 percent in 2002–03.[61]

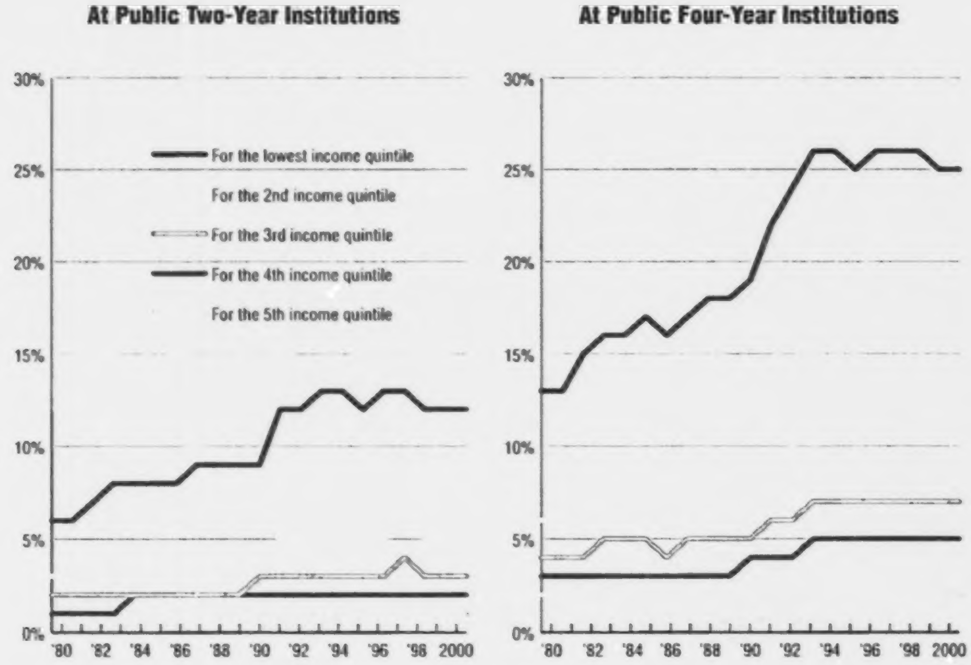
Figure 6 shows the long-term effects of the post-1980 pattern of annual college price increases well above rates of inflation and of growth in typical family incomes. Steady, rapid, inflation-adjusted growth in public college and university tuition has substantially affected college affordability for lower- and middle-income families, but had little financial effect on affluent families.[62]

Scholarships and grants can, in theory, mitigate the effects of price increases on college affordability and access *if* student aid funding responds to increases in tuition prices. To improve access, states must direct funds to students who would not enroll absent this aid. A recent analysis found no correlation between public college and university tuition changes and state need-based student aid funding changes between 1985 and 2001 for public "flagship" research universities, "state colleges and universities," and community colleges.[63] Some states accompanied tuition increases imposed during recessions with additional state scholarship funds, but elsewhere student aid suffered cuts similar to those faced by other programs. States usually enhanced student aid in good times when tuition gains were moderate. The net result was no systematic correlation between prices and state aid.

The rapid growth of "merit-based" aid, the fastest-growing component of state aid, has probably worsened this situation. This aid, awarded on the basis of grades and test scores, goes disproportionately to affluent students who would likely attend college absent the support. Between 1995–96 and 2000–01, non-need-based aid—dominated by the merit aid category—jumped from 15 to 24 percent of state aid.[64] Observers disagree over political potential for shifting funds from one pot to the other. But the rapid gains in merit funds may have limited the growth of need-based support essential to assuring access to less affluent students.[65] Student aid funding, in any case, is unbalanced across the states. In 2000–01, the contributions of only 14 states

Figure 6

Trend in Share of Income Required for Tuition



Source: National Center for Public Policy and Higher Education, 2002, 5.

exceeded the $480 national average in state grant dollars per full-time-equivalent undergraduate student. Another 21 states and the District of Columbia provided less than $250 per student. Three states had no student aid program at all.[66]

Early indications suggested sustained funding of student aid programs during the economic downturn. Total state support for scholarships and grants increased 14.5 percent between the 1999–2000 and 2000–01 academic years, the biggest total increase in more than 20 years. This support, enacted before the recession, included an 11.9 percent increase for need-based aid.[67] Only six states reported spending decreases; 43 reported increases. State scholarship agency officials, as late as April 2002, reported no signs of cutbacks in student aid; preliminary estimates of 2001–02 aid suggested an aggregate gain in excess of ten percent, to $5.15 billion.[68] As for 2002–03, there was "little indication that state lawmakers have been considering cuts in student-aid budgets."[69] Time would tell how long this resolve would hold up.

Students also benefited from positive developments in federal aid. The Pell Grant program, the largest need-based federal grant program, resumed its growth in 1996–97 after several years of stagnant funding, and grant aid subsequently grew faster than loan aid.[70] But the recession and tax cutting meant the federal budget again faced deficits that threatened the future of student aid. A proposal for Pell funding, passed by the Senate Appropriations Committee in July 2002, would increase the maximum Pell grant by just $100 (2.5 percent) in FY 2003.[71] The probable results: increased student debt and decreased access for needy students if tuition continues to rise.[72] Federal tuition tax credits—costing $12 billion annually in lost revenue—are only available to families with enough income to owe taxes and with sufficient resources to

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save for future college expenses. The credits do not reach students from low-income families whose attendance is most at risk.

CONCLUSION

Higher education, like the nation, faced an uncertain economic future in late 2002. The economy teetered on the edge of a second recession while state revenues remained stagnant at best. The recession generated powerful spending pressures, especially from rapid growth in Medicaid and other health costs. State treasuries faced up to 18 months of revenue weakness after a recovery, followed by years of conservative budgeting. In most states, the political climate promised no immediate revenues from new or increased taxes even if prolonged public sector starvation eventually tempered the "taxpayer revolt" mentality.

Public colleges and universities should prepare for several years of weak growth at best or even for inflation-adjusted declines in state support. Tuition and fee increases can provide some fiscal relief but the political limits of this strategy may be quickly reached when payers and voters suffer from stagnant incomes or unemployment. And higher tuition without increased need-based student aid reduces access to students whose participation rates most need a boost.

The rise of the knowledge economy and the growing college age youth cohort has increased the demand for college. But will the nation meet the need? Barring a shift in the thinking that underlies state budgeting, higher education may be in for a sea change involving cost cutting, new ways of reaching more students, and privatization. Workers "on the ground" in public colleges must keep policymakers aware of the effects of these trends in higher education, particularly on aspiring students who cannot pay their way into proven programs and institutions.

NOTES

[1] March 2001 marked the onset of the recession, but the National Bureau of Economic Research (NBER) officially made the declaration months later after inspecting mountains of economic data (Behravesh et al, 2001, 4).

[2] FY 2002 was July 1, 2001–June 30, 2002 in most states.

[3] National Governors Association (NGA), 2002, 1.

[4] U.S. Department of Commerce, 2002.

[5] Ibid.

[6] Ibid.

[7] Behravesh et al, 2002, 9.

[8] U.S. Department of Commerce, 2002. These figures represent quarterly changes, adjusted to an annual rate and for price changes, in Gross Domestic Product or GDP, the standard measure of aggregate economic growth.

[9] Behravesh et al, 2002, 1.

[10] Gosselin, 2002, A8.

[11] Baldwin, 2002; Gosselin, 2002.

[12] Behravesh et al, 2002, 1.

[13] Ibid.

[14] Ibid., 9.

[15] Ibid., 8.

[16] The shift in the economy to largely untaxed services and the growth of Internet sales not taxable under federal law resulted in a further long-term drag on state tax bases.

[17] NGA, 2002, 2.

[18] Ibid., 6.

[19] Ibid.

[20] National Conference of State Legislatures, 2002a.

[21] NGA, 2002, 1.

[22] Ibid. Higher education was a favorite target for cuts, according to the National Conference of State Legislatures (NCSL, 2002a, 6).

[23] This quotation is from Arizona Senate President Randall Gnant (Republican) at the annual meeting of the National Conference of State Legislatures in late July 2002 (quoted in Thomas, 2002, A22). Several states tapped substantial portions of their expected future tobacco settlement payments by selling this revenue stream at a steep discount for immediate cash to pay current bills.

[24] NGA, 2002, 14-15.

[25] Broad tax increases continue to have little political appeal in most states, according to reports from the 2002 mid-summer NCSL conference, (Thomas, 2002, A22).

[26] NGA, 2002, 11.

[27] NGA, 2002, 10. This figure now appears likely to be exceeded.

[28] Thomas, 2002. The NCSL summer survey showed 16 states had enacted tax increases for FY 2003 and 10 had raised fees. Indiana, New Jersey, and Pennsylvania each raised taxes by more than $1 billion and Tennessee was close behind at $900 million (NCSL, 2002a, 8).

[29] NGA, 2002, 10.

[30] NCSL, 2002b. Data cited in this paragraph came from pages 1-2 except where otherwise indicated. Just after the end of FY 2002, 26 of the 42 data-reporting states told NCSL that revenue collections for the year had fallen below the previous year's level (NCSL, 2002a, 5).

[31] NGA, 2002, 11.

[32] The data cited in the rest of this paragraph come from NCSL, 2002a, 7.

[33] The figures shown for FY 2003 are based upon governors' proposed budgets.

[34] These figures are from NGA, 2002, 5. The July 2002 reports were little different. The NCSL summer survey (NCSL, 2002a) computed a cumulative spending gain for the 42 reporting states of 1.8 percent for FY 2002. Twelve states reported spending decreases between 2001 and 2002. Projected aggregate spending growth for 2003 (40 states reporting) was 1.6 percent; 15 states expected to spend less than in 2002.

[35] Western Interstate Commission on Higher Education, 1998.

[36] Schmidt, 2002b, citing Palmer, 2002.

[37] Schmidt, 2002b.

[38] Ibid.

[39] The observations and data cited in this paragraph are from Schmidt, 2002b.

[40] Massachusetts was an exception. Lawmakers took until November 2001 to pass a FY 2002 budget. The enacted budget therefore reflected the trend toward declining revenue more than in other states. Appropriations for higher education declined 6.2 percent from FY 2001, the largest decrease in the U.S. (ibid).

[41] NCSL, 2002a, 6. This estimate may be low since more states imposed across-the-board spending reductions that affected public colleges and universities.

[42] Painful emergency mid-year tuition increases were reported at public colleges in Massachusetts, Missouri, Ohio, and South Carolina (Associated Press, 2002). The largest hikes were in Massachusetts (7.8 percent) and Ohio (up to six percent on top of a 7.1 percent average increase that took effect the previous fall).

[43] Evelyn, 2002a, describes such reductions in the community colleges of North Carolina where enrollment demand surged.

[44] Morgan, 2002b. Rutgers University and the University of Idaho each expected about 75 faculty to retire soon in response to similar budgetary pressures (Fogg, 2002).

[45] Public higher education is the major focus here, but independent colleges and universities also felt the effects of the economic downturn. Endowments suffered in the bear stock market, charitable giving fell off, and strapped families found it harder to manage private college tuition costs (Pulley, 2002; Van der Werf, 2002; and Van der Werf et al, 2002).

[46] Palmer, 2002.

[47] Evelyn, 2002a and b cite examples in Arkansas, Maryland, New Jersey, New Mexico, North Carolina, Oklahoma, Pennsylvania, Utah, Virginia, and Washington. The instances cited in this paragraph were reported in these articles.

[48] Hebel, 2002. Cuts in faculty positions, including tenured faculty, were considered likely in Nebraska as the legislature met in special session to make a second round of deep budget cuts (Schmidt, 2002a).

[49] Morgan, 2002a.

[50] Fogg, 2002.

[51] Selingo, 2002c.

[52] Kellogg, 2002.

[53] The University of Texas at Austin also sought to impose a new "infrastructure fee" on students to help fund building maintenance and construction costs. But the state's attorney general vetoed this initiative on legal grounds (Selingo, 2002b).

[54] Carnevale, 2002a, b.

[55] Carnevale, 2002a, A29.

[56] Ibid., A30.

[57] Selingo, 2002a. The points in this paragraph and the next one come from this article.

[58] Mortenson (2002) documents this pattern systematically.

[59] Computed from figures in The College Board, 2001a, 6.

[60] The College Board, 2002, 5.

[61] Ibid.

[62] Analogous growth curves for independent-college tuition resemble the curves for four-year public colleges, but they slope upward even more steeply (National Center, 2002, 5). All the curves shown end in 2000; they do not reflect the impact of the most recent economic downturn.

[63] Mortenson, 2002.

[64] De Salvatore and Hughes, 2002.

[65] Heller, 2001.

[66] De Salvatore and Hughes, 2002, 81.

[67] Schmidt, 2002c. This article was based on De Salvatore and Hughes, 2002.

[68] Schmidt, 2002c.

[69] Ibid.

[70] The College Board, 2001b, 7, 12.

[71] Burd, 2002.

[72] Recent studies argue that current financial aid policies leave many needy students poorly served (Advisory Committee, 2001, 2002; St. John, 2002).

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Bargaining Professional Development

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Many colleges and universities are asking faculty, academic professionals, and support staff (ESP) to develop new skills and assume additional responsibilities. Some changes are related to the introduction of instructional and information technologies; others result from increased demands for accountability and pressure to enhance instructional productivity and quality. The rapid rate of change heightens the need for professional development opportunities for all academic employees. These opportunities range from the traditional paid leave or sabbatical to general professional development programs and to training programs for using new technologies.

Today's colleges must demonstrate increased productivity, but many institutions are cutting back on professional development opportunities to increase short-term "efficiency" and to save money in tight financial times. Many institutions, for example, now define sabbaticals—a standard employment practice for faculty in most colleges—as a privilege that managers may provide; not as a right. The approval process for sabbaticals is becoming more difficult and uncertain. Similarly, despite the considerable institutional investment in new technologies to mediate and enhance the delivery of classes and services, many colleges have not invested commensurately in training employees to use these technologies.

How are bargaining units ensuring, protecting, and even expanding professional development opportunities for faculty, academic professionals, and support staff? This chapter offers three perspectives. First, we explore changes in provisions for sabbaticals—a key professional development opportunity. Second, we look at current contractual provisions—and changes from older provisions—for the professional development of faculty in using instructional technology. Third, we note innovative and controversial professional development provisions in recently negotiated contracts for academic professionals and support staff.

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SABBATICALS: CHANGE OVER TIME

Has the contractual provision of sabbaticals expanded, contracted, or changed in content? What about provisions for using new instructional technologies? To answer these questions, we examined past and current versions of NEA's Higher Education Contract Analysis System (HECAS).[1] Most HECAS contracts were negotiated in the 1990s; any changes therefore took place at most over only one or two contract cycles.

The contractual provision for sabbaticals is widespread. Between 75 and 80 percent of all contracts in two- and four-year institutions included language on sabbaticals in the mid-1990s and in 2000. Despite this consistency, some changes in contract language suggest the stakes involved, and the potential efficacy of a bargaining agent in preserving and expanding professional development opportunities.

We examined HECAS contracts that were renegotiated in the past seven years to identify changed provisions for sabbaticals—especially in pay and in limits on the number of sabbaticals that could be awarded in any year. About 43 percent of the HECAS contracts governing two-year colleges—but only 29 percent of the provisions in four-year institutions—limited the number of sabbaticals in the college or a department to a specified percentage of the faculty at any one time. Size might explain part of the difference between the sectors. Two-year institutions tend to be smaller, and smaller colleges may be more concerned about sabbaticals. In any case, these caps may significantly limit professional development opportunities.

Most provisions covering sabbaticals in a HECAS sample of contracts for two-year institutions remained the same over time. Some contracts slightly *expanded* provision of sabbaticals—either by dropping a limit contained in earlier contract, or by increasing the maximum number of sabbaticals allowed. But a few contracts showed new limitations. One new provision limited the number of sabbaticals awarded to five percent of covered faculty, and reduced pay for faculty on sabbatical. The old and new contracts specified 100 percent of salary for faculty members who left for a quarter. But the salary for colleagues on sabbatical for three quarters declined from 80 percent to 50 percent. In another case, the newer provision limited the number of sabbaticals to no more than five percent of the faculty.

About one-fifth of the contracts covering four-year institutions showed changes in provisions regarding sabbaticals. Some changes established or increased the minimum number of awards. In one case, the pay offered to faculty on sabbatical *increased*: 100 percent pay for one semester, and 50 percent pay for the year in the earlier contract; 100 percent/80 percent in the later contract. In another case, non-regular members of the faculty became eligible under the new contract. Another contract added a sabbatical provision absent from the previous agreement. In no cases were subsequent provisions less favorable for faculty.

Most contracts thus preserved sabbaticals, and a significant minority increased the number of sabbaticals to be awarded or the pay allocated to faculty on sabbatical. This pattern is remarkable in a time of fiscal stringency when many other conditions of work and benefits are being reduced. But contractual language has changed. Sabbatical clauses remain in many contracts, especially in the more traditional four-year contracts, but general professional development clauses often subsume sabbatical clauses at other institutions. The professional development leave at Black Hawk Community College (Illinois) is modeled after traditional sabbatical provisions. Delaware State University uses the terms interchangeably. The Fox Valley Technical College (Wisconsin) contract uses the term "occupational leave." The Pennsylvania School of Technology sets aside a "retraining/upgrading grant fund" to "enable the Employee to remain current in his or her discipline or prepare for a new or different discipline important to the College."

The California State System contract lists many professional development opportunities for faculty: fee waiver; sabbatical leaves; difference in pay leaves; professional leaves without pay; short-term absences for approved conferences and other professional meetings; faculty exchange programs; and administrative intern programs. The contract also permits reductions in workload to "pursue scholarly activities, training or retraining of benefit to the CSU."

The Florida State System distinguishes between professional development leave and sabbaticals. The contract offers professional leave to increase "an employee's value to the university through enhanced opportunities for professional renewal, educational travel, study, formal education, research, writing, or other experience of professional value, *not as a reward for service*" (emphasis added). The university offers these leaves, which are seen as having a utilitarian value to non-tenured or tenure-track faculty. Professional development leaves are available after three years of institutional service; sabbaticals for faculty are available after six years of service.

INSTRUCTIONAL TECHNOLOGY: CONTRACTUAL PROVISIONS

Professional development provisions in many HECAS contracts enable professors to learn about the use of instructional technologies. But do contracts provide faculty members with *specific* opportunities and programs for utilizing technologies? The proportion of HECAS contracts providing professional development opportunities for mastering instructional technology grew from four to almost 20 percent of the agreements governing two- and four-year institutions between the 1994 and current databases.[2] Despite this fourfold increase, there is still a long way to go—these provisions still appear far less frequently than provisions for sabbaticals.

What practices have the contracts institutionalized? NEA has monitored the growth of language relating to distance education and technology in faculty and staff contracts for several years. Most contracts reflected a conservative, utilitarian approach to dealing with the technological changes on the campuses. Many contracts addressed workload—attempts to measure the equivalence of in-person and distance education preparation or class size. Contracts also addressed compensation. Some contracts moved from equating numbers with money to practices employed by entertainment unions, such as royalties and residuals.[3] When addressing intellectual property rights, contracts moved from scholarly publishing and patent development—traditional academic areas—to detailing exclusive licensing schemes and protecting intellectual property in a digital environment.

Do any contracts provide for quality professional development for digital age faculty? A major study NEA of professional development for faculty teaching in distance education programs, completed in fall 2002, asked: "What do faculty need to know to provide quality distance education instruction?"[4] The researchers conducted in-depth interviews with ten directors or coordinators of professional development in institutions or consortia with national reputations for providing quality distance education.[5] Directors in smaller institutions were faculty members who were responsible for training. Professionals in the faculty development field held the directorships in larger institutions. The researchers then conferred with experts in professional development for faculty teaching distance education courses in 91 institutions—42 had or participated in consortia that included institutions with collective bargaining agreements.

Many of the unionized campuses surveyed had contracts in the HECAS database. We examined 21 HECAS contracts for language addressing professional development issues in teaching distance education. The key question: "Is professional development language around teaching technology moving into the contracts?" The answer was "No." Surveyed campuses reported extensive professional development activities, but collective bargaining agreements codified few of these endeavors.

The survey outlined the parameters for appropriate faculty development in distance education:

- The five most important areas of training: creating community; mastering the course management system; using communications tools, such as e-mail and chat rooms; creating and administering appropriate assessment instruments, and fostering collaboration among the students.[6]
- The median length of a distance education professional development training session is 30 hours; 20 hours came before a faculty member taught the course and an additional 10 hours came during the course. The survey recommended an additional 10 hours in continuing education over the next year. The initial training, the survey found, should be spaced in smaller blocks—not completed all at once.
- There should be two categories of instructors involved in the training: the technical

> expert and the pedagogical expert. According to the respondents, training in pedagogy should come first, then training in the relevant technology. Distance technology specialists and peers are equally important to training faculty to build community and hone pedagogical skills, while specialists should teach the course management system.

Training should begin, the survey noted, with strategies for teaching students online, not with the technology. But along with the five areas noted above, key desiderata when addressing technology included managing files, finding and capturing appropriate Web resources, and developing and using appropriate graphics. An online educational specialist, recommended the survey, should provide the bulk of the training before the distance education course was taught; a peer faculty mentor should provide most training during the course.

Many HECAS contracts mentioned committees that address the introduction of technology on the campus, but the details were often sketchy—participants would choose the topics of discussion. One key topic: the type of technology introduced onto the campus—software, hardware, and systems integration. The NEA study asked professional development leaders to describe a good course management system for distance education. Here are the five top components, in descending order: easy user interface; easy uploading; multiple file formats; online grade book; and appropriate test and quiz templates.[7]

Training provisions vary considerably in contracts that include technology training. Most training is voluntary and/or is offered to faculty involved in distance education:

> Prior to teaching a distance education course, a faculty member shall be afforded the opportunity for appropriate training in distance education instruction or the use of a technology used by his/her University to offer distance education. (Pennsylvania State Colleges)

The justification for training is sometimes embedded in a language of quality:

> The College and the Association acknowledge the importance of providing adequate technical support and training for non-traditional courses, thus maintaining the highest possible quality of instruction. (John A. Logan College, Illinois)

Most training provisions relate to distance education, but some important exceptions exist:

> The College commits to providing up to $15,000 annually, administered by the Executive Dean of Instruction and available to full-time and part-time faculty whose current curriculum and course material need to be updated because of significant changes in the software and/or hardware used in these courses. (Bellevue Community College, Washington)

> Additional workload credit or overload pay may be granted for...training in the special skills and methods necessary for successful instruction in the distance learning environment or in the development of significant instructional technology and materials. (Clatsop Community College, Oregon)

These exceptions should be expanded because the use of instructional technology has grown beyond distance education courses into regular classroom teaching. The growing demand for competent use of this technology necessitates broader support for the professional development of all faculty members:

> The College encourages the use of high technology and/or innovative instructional methodologies in the classroom and will consider a faculty members' proficiency in and utilization of such strategies in the classroom as part of the evaluation process. (Burlington County College, New Jersey)

This clause, the contract notes, is "subject to the availability of such technology at the College and training in the use of such technology at the College." After specifying "minimum requirements" for information literacy that are obligatory for all faculty members, the Baker College (Michigan) contract adds:

> As curricula expand and/or technology changes, the College retains the right to revise the minimum certification requirements and/or require additional training.

The contracts of some technical colleges include exemplary instructional technology provisions.

> If the College brings in new equipment or machinery for which employees have to be

> retrained the College will undertake to provide this training. (Fashion Institute of Technology, New York)

> Whenever the Board installs new equipment, establishes new courses or new subject matter, or updates existing equipment, courses, or subject matter to such an extent that in the opinion of the administration, additional skill or technical knowledge shall be required on the part of the employee… the Board shall provide, at its expense, a training program. (Chippewa Valley Technical College, Wisconsin)

Faculty members, ideally, should determine when such training is required; as a minimum, they should be consulted. "To the extent possible," states the Los Angeles Community Colleges contract, "affected employees shall be involved in the selection and implementation of technological change." The provisions in contracts for technical colleges highlight a universal principle: When there are changes in the delivery of instruction involving the use of technology, faculty should have the opportunity to develop their skills and expertise in their use.

The Camden Community College (New Jersey) contract refers to faculty development for distance education:

> A faculty member will have the option of enrolling in other institutions to obtain additional knowledge of training in the appropriate technology and/or methodologies in distance education. This additional technology…must be relevant to the faculty member's participation in distance learning at the College. The College may provide alternative methods of training by providing on-campus workshops, seminars, and instructional development opportunities at no cost to the faculty participants.

Western Illinois State University offers training in the technical aspects of distance education, though content and duration are not specified:

> No faculty member shall be assigned to teach a distance education course using technology with which they are unfamiliar without the opportunity to be trained in the effective use of those technologies prior to the actual teaching of the course.

Faculty members at Joliet Junior College (Illinois) who receive training as distance education instructors receive a $100 stipend.

The Lansing Community College (Michigan) contract mandates that all distance education instructors complete an employer-paid training program. Faculty members must earn certification from the Michigan Virtual University, a self-paced program that takes from 40 to 60 hours to complete:

> The College will…offer Michigan Virtual University Certification training to all full-time faculty members and provide a stipend of $500 to those who complete the training and obtain the certification. Part-time faculty who express a willingness to teach hybrid or virtual courses and who receive prior approval of their dean or designee, will also receive MVU training and the $500 stipend…. Effective Spring 2002, anyone teaching virtually for the first time must have MVU certification.

ACADEMIC PROFESSIONAL AND SUPPORT STAFF PROFESSIONAL DEVELOPMENT

We now turn from professional development provisions for faculty to provisions for academic professionals and support staff. We reviewed staff contract provisions for programs that support or encourage acquisition of knowledge, skills, and training, and opportunities for advancement.[8]

Few academic professionals or ESP staff have sabbaticals because their positions tend to have less flexibility in scheduling work. A limited number of ESP contracts provide for an equivalent of sabbaticals: staff development leaves with partial or full pay for staff to attend school. Finger Lakes Community College (New York) offers professional development leaves—two months at full pay or half pay for four months—for formal education, research, and writing. Gavilian Joint Community College (California) offers professional growth leave—one year at half pay after five years of service.

The most common provision for professional development is tuition support. This support—a key benefit of working at a college—encourages employees to remain at the institution, especially as tuition costs rise. Some programs also support family members. Half of the programs waive tuition and fees; the other half reimburse tuition. Contracts vary on several key provisions: When can the employee schedule the courses? If the course is scheduled during normal work hours, does it count as "work time" or must the employee make up the time? Must the courses be "job related"? Must the employee receive a "C" grade or better—"B" or better in graduate courses? Is there a cap on the lifetime use of credits? Must employees take the courses for "credit" or may they enroll in continuing education programs? Among the "waiver" programs, are employees restricted to courses open on a "space available" basis? Who pays for books and materials? Can an employee use the waiver or reimbursement at another college or university? Are employees subject to layoff eligible for this benefit?

Full and part-time employees—including spouses and dependent children—may tap the Mott Community College (Michigan) Educational Grant fund to enroll in credit courses at the college. The contract also provides tuition reimbursement for other college credit programs, for professional development, and for workshops and seminars.[9] Monroe County College (Michigan) offers tuition waivers to a unit of maintenance employees and their families.

The Black Hawk College (Illinois) contract includes detailed language on tuition waivers. The tuition waivers cover part-time employees and employees in layoff states for one year. Employees may enroll in courses at other colleges, if not offered at Black Hawk. Only tuition is reimbursed—not books or other expenses.[10]

> Section 18.7. Tuition Waiver. Regular full-time employees and their spouses and dependent children below the age of 23 are eligible for waiver of tuition for courses in which they enroll at Black Hawk College. Only tuition costs will be waived; no other fees or costs of the course will be waived. "Tuition waiver participants" will be allowed to enroll only if minimum enrollment in each class section is met with paying students and only if enrollment of "tuition waiver participants" will not push the enrollment above maximum class size established by the College. Part-time employees and their spouses and dependent children below the age of 23 are eligible for waiver of tuition for up to six (6) credit hours per semester. Full-time employees may be allowed to take College courses during regularly scheduled work hours if the course is directly related to their work for the College and if the arrangement is approved by the employee's supervisor and the Director of Human Resources. Part-time employees will not be allowed to take classes during regularly scheduled work hours.
>
> Section 18.9. Tuition Reimbursement. A regular full-time non-probationary employee may receive reimbursement for tuition which he has paid to a regionally accredited (i.e., by North Central Association of Colleges and Schools) university, college or adult education program.... The College will not provide reimbursement if other sources (such as scholarships, grants, etc.) have or will provide for reimbursement. Reimbursement will be at the rate of one hundred percent (100%) of tuition paid for completion of a pre-approved course with a grade of "A," "B," or "Pass." Reimbursement will be at the rate of eighty percent (80%) of tuition paid for completion of a pre-approved course with a grade of "C." No reimbursement will be provided if the employee receives a grade below "C," an "Incomplete," or a "Fail." An individual full-time employee is eligible to receive up to $1000 per fiscal year in tuition reimbursement.

The Community College of Philadelphia has one of the rare forgivable loan programs: up to $4,000 per year for full time study—maximum of $9,000—and a $4,000 maximum for part-time study.

The Los Rios Community College District (California) states that its contract for classified employees "is committed to the professional development and career advancement of its employees." A committee—jointly appointed by the administration and union—receives a training budget for members. Employees in the unit receive

> enrollment fees and cost of books, not to exceed $300 per Los Rios fiscal year, for any member of the white collar unit who enrolls in any of the District colleges or outreach centers. Classes must be taken outside scheduled work assignment, and books must be purchased at a Los Rios bookstore and required for the classes taken and completed under this section. Receipts and grade reports or transcripts must accompany request for reimbursement.

Employees can receive reimbursement for courses taken at other colleges if the courses are approved in advance, related to the current work, taken outside scheduled work, and are not offered at Los Rios. The employee must receive a "C" or better in each course.

Monterey Peninsula Community College (California) and Lake Washington Technical College (Washington) provide salary increases or bonuses for completing course work or training. Most contracts with incentive programs *do not* waive or reimburse tuition. Several contracts require professional development plans for all employees or for workers with performance deficiencies. The contract at Portland Community College District (Oregon) allows classified employees to pursue career development within their current positions. The contract permits release time, flexible schedules, and temporary transfers (up to six months).[11]

Many contracts have coordinated programs of professional development, overseen by committees with staff representation. The union often appoints the staff representatives on the committee, though some contracts do not specify membership. The San Joaquin Delta Community College District (California) contract states:

> 14.1.1 Three classified staff members nominated by CSEA shall serve on the Staff Development Committee. Other members of this committee shall be nominated by the Academic Senate, the Classified Senate, and SJDCTA. Administrators shall be appointed by the Superintendent/President.
>
> The purpose of this committee is to review the needs of the total staff as regards individual staff development. The committee shall develop recommendations related to a staff development program for Delta College and advise the College President on any specially funded staff development projects.

Some contracts provide dollar amounts for professional development. The University of Connecticut specifies an increasing amount of money per contract year. Other contracts address time for training, flexible scheduling and release time for college courses, and time to prepare for certification and licensure exams. The contract for California State University—Bargaining Unit 6–Skilled Trades—offers release time with pay, flexible working hours, tuition, and travel. Work-related training is paid at overtime rates if required by the administration and not completed during regular work hours. Training during work hours is counted as work time. University of Connecticut employees can request temporary flexible schedules to take courses.

A few contracts offer other advancement opportunities including career counseling. The contract for California State University—Bargaining Units 2, 5, 7, and 9—includes opportunities for temporary assignments in higher level positions for training, mentoring, and job shadowing. Victor Valley Community College (California) offers career counseling, mentoring, job shadowing, and cross training for classified employees.

Many colleges and universities invest heavily in their employees. The challenge: maintaining these benefits in times of fiscal stress.

CONCLUSION

All academic employees—faculty, academic professionals, and educational support staff—face increased pressure to learn how to utilize new instructional and information technologies effectively and efficiently. These employees must learn new skills and take on additional responsibilities, while doing "more with less." Professional development opportunities offer the possibility of enhancing the lives of all bargaining unit members and therefore constitute a critical area of negotiation.

Given the difficult fiscal times confronting colleges and universities, bargaining units have maintained high levels of professional development opportunities—especially sabbaticals for faculty members and tuition waiver and reimbursement programs for academic professionals and educational support staff.

But there is still room for expansion. For all the investment in the hardware and software of new instructional and information technologies, colleges have not invested commensurately in the training and support of the employees who must learn and utilize these technologies. Some exemplary contract provisions ensure the training and support required to adopt technologies that improve the quality of education and services. But too many contracts lack these provisions and too many employees go without these opportunities. Bargaining units must ensure an institutional commitment to supporting employees and enhancing quality.

NOTES

[1] HECAS, the Higher Education Contract Analysis System, is a searchable CD-ROM database with more than 760 higher education contracts. HECAS has full text retrieval capabilities.

[2] Rhoades, 1998.

[3] Rhoades and Maitland, 2000.

[4] This survey was commissioned from Abacus Associates and will be available in printed version from the NEA in Spring 2003. The survey was conducted from October 16, 2002, through November 4, 2002, by telephone interview.

[5] Those institutions are Baker College (Michigan), Bristol Community College (Massachusetts), California State University at Bakersfield, Central Michigan University, Colby Community College (Kansas), Missouri State College, Montana State University, Ohio Learning Network, Pennsylvania College of Technology, and Utah State University. Of those institutions or consortia, seven had collective bargaining contracts or were associated with institutions that did as part of the consortia.

[6] The other areas in descending order of importance: identifying and helping students who are disengaging; setting up and enforcing course rules, standards, and group norms; understanding how and when to use asynchronous and synchronous communications tools; understanding how to protect the privacy of online students; managing conflict among students; and addressing the personal and emotional needs of students. Developers believed that faculty members were already competent in some areas and did not need training.

[7] Other areas mentioned as important: ease of access and control, ease of export or import of files, user-friendly process for document sharing, comprehensive communications tools, and a drop box.

[8] We did not search for provisions covering announcement of vacancies or priority in promotion into vacant positions.

[9] Kellogg Community College (Michigan) offers similar benefits.

[10] Essex County College (New Jersey) also offers tuition waivers for bargaining unit members, spouses, and children.

[11] The contract for Jackson Community College (Michigan) mentions professional growth and job performance improvement in its incentive program.

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APPENDIX:
NEA Higher Education Bargaining Units

The following list of NEA higher education collective bargaining units is based on a report form developed and published by the National Center for the Study of Collective Bargaining in Higher Education and the Professions. Information has been supplemented by NEA staff.

Institution/ System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Adirondack Comm. College, NY	112	85	2	1
Adirondack Comm. College/Clerical, NY	70	—	2	1
Adrian College, MI	71	75	4	1
Albion College/ESP, MI	121	—	4	1
Allen County Community College, KS	55	—	2	1
Alpena Comm. College, MI	54	65	2	1
Alpena Comm. College/ESP, MI	55	98	2	1
Atlantic Comm. College, NJ	80	68	2	1
Atlantic Comm. College/Admin., NJ	25	—	2	1
Atlantic Comm. College/Support, NJ	145	—	2	1
Baker College of Flint, MI	29	78	2/4	1
Barstow College, CA	117	79	2	1
Bay de Noc Comm. College, MI	42	73	2	1
Beaver County, Comm. College of, PA	60	73	2	1
Beaver County, Comm. College of/Clerical, PA	55	—	2	1
Bellevue Comm. College, WA	482	72	2	1
Bellingham Tech. College, WA	45	—	2	1
Bergen Comm. College, NJ	276	68	2	1
Bergen Comm. College/Admin., NJ	8	—	2	1
Bergen Comm. College/ESP, NJ	180	00	2	1
Bergen Comm. College/AP, NJ	35	—	2	1
Big Bend Comm. College, WA	50	80	2	1
Black Hawk College Quad Campus, IL	10	92	2	1
Blackhawk Tech. College/Support, WI	45	89	2	2
Blue Mountain Comm. College, OR	77	75	2	1
Blue Mountain Comm. College/PT, OR	—	01	2	1
Brevard Comm. College, FL	235	81	2	4
Brookdale Comm. College, NJ	206	71	2	1
Brookdale Comm. College/Admin., NJ	120	—	2	1
Brookdale Comm. College/Support, NJ	364	—	2	1
Broome Comm. College, NY	241	79	2	1
Broome Comm. College/Clerical, NY	112	—	2	1
Broome Comm. College/Maintenance, NY	43	—	2	1
Broward Comm. College, FL	330	83	2	4
Burlington County College, NJ	80	70	2	1
Burlington County College/Support, NJ	129	—	2	1
Butler County Comm. College, KS	112	71	2	1
Butler County Comm. College, PA	63	92	2	2
Butler County Comm. College/Clerical, PA	48	—	2	2
Butte College, CA	175	78	2	1

Institution/ System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
California State University System, CA	21,000	82	4	23
Camden County College, NJ	113	80	2	1
Camden County College/Admin., NJ	115	—	2	1
Carl Sandburg College, IL	140	75	2	2
Cayuga County Comm. College, NY	74	78	2	1
Central Comm. College, NE	132	85	2	3
Central Michigan University, MI	580	77	4	1
Central Michigan University/Tech., MI	130	—	4	1
Chaffey Comm. College, CA	525	80	2	1
Chemeketa Comm. College, OR	225	74	2	1
Chemeketa Comm. College/Adjunct, OR	320	84	2	1
Chipola Junior College, FL	70	76	2	1
Chippewa Valley Tech. College, WI	210	85	2	4
Citrus College, CA	359	76	2	1
Clackamas Comm. College, OR	152	75	2	3
Clackamas Comm. College/Adjunct, OR	368	86	2	3
Clackamas Comm. College/ESP, OR	134	83	2	1
Clark College, WA	490	74	2	1
Clatsop Comm. College, OR	40	75	2	1
Clatsop Comm. College/Adjunct, OR	134	99	2	1
Cloud County Comm. College, KS	48	70	2	1
Coast Comm. College Dist./Adjunct, CA	1,232	79	2	3
Colby Comm. College, KS	151	88	2	1
College of the Desert, CA	122	88	2	1
College of the Desert/Adjunct, CA	—	—	2	1
College of the Sequoias, CA	142	76	2	1
College of the Siskiyous, CA	38	—	2	1
Columbia College/PT Faculty, IL	800	97	4	1
Columbia Basin Comm. College, WA	27	72	2	2
Columbia-Greene Comm. College, NY	47	79	2	1
Columbus Community College, OH	—	01	2	1
County College of Morris, NJ	192	75	2	1
County College of Morris/Support, NJ	180	—	2	1
Cowley County Comm. College, KS	42	69	2	1
Cumberland County College, NJ	48	68	2	1
Cumberland County College/Support, NJ	32	—	2	1
Cumberland County College/Tech., NJ	23	—	2	1
Danville Area Comm. College, IL	69	83	2	1
Danville Area Comm. College/Staff, IL	65	83	2	1
Dawson Comm. College, MT	30	75	2	1
Delaware County Comm. College, PA	100	74	2	1
Des Moines Area Comm. College, IA	288	76	2	5
Des Moines Area Comm. College/Support, IA	179	—	2	5
Davenport University Eastern, MI	34	73	4	1
Detroit/Mercy, University of, MI	238	75	4	1
Detroit/Mercy, University of/Clerical, MI	82	—	4	1

Institution/ System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
District of Columbia, University of, DC	220	75	4	1
Dodge City Comm. College, KS	55	91	2	1
DuPage, College of, IL	330	89	2	1
Dutchess Comm. College, NY	157	87	2	1
Dutchess Comm. College/Adjunct, NY	60	87	2	1
Eastern Iowa Comm. College, IA	207	75	2	3
Eastern Washington Univ., WA	341	95	4	1
Edison Comm. College, FL	100	76	2	3
Edison State College, OH	43	85	2	1
Elgin Comm. College/Clerical, IL	100	—	2	1
Endicott College, MA	37	73	4	1
Erie County Comm. College, NY	394	78	2	3
Essex County College, NJ	151	68	2	2
Essex County College/Admin., NJ	55	—	2	1
Essex County College/Prof. Assoc., NJ	116	99	2	1
Essex County College/Security, NJ	32	93	2	1
Essex County College/Support, NJ	200	—	2	1
Ferris State University, MI	449	73	4	1
Ferris State University/Admin., MI	8	—	4	1
Ferris State University/Clerical, MI	179	—	4	1
Finger Lakes, Comm. College of the, NY	67	78	2	1
Finlandia University/Support, MI	14	—	2	1
Flathead Valley Comm. College, MT	44	79	2	2
Flathead Valley Comm. College/PT, MT	94	79	2	2
Florida Comm. College, FL	364	02	2	1
Florida State Univ. System, FL	7,695	76	4	10
Florida State Univ. System/Grad. Assts., FL	4,446	82	4	3
Fort Scott Comm. College, KS	55	96	2	1
Fox Valley Tech. College, WI	343	68	2	2
Fox Valley Tech. College/Support, WI	283	80	2	2
Fulton-Montgomery Comm. College, NY	77	78	2	1
Fulton-Montgomery Comm. College/Clerical, NY	35	—	2	1
Garden City Comm. College, KS	70	71	2	1
Gateway Technical College, WI	273	82	2	3
Gateway Technical College/Support, WI	120	87	2	3
Gavilan Comm. College, CA	77	77	2	1
Genesee Comm. College, NY	144	78	2	1
Genesee Comm. College/ESP, NY	79	—	2	1
Geneva College/Maint., PA	45	—	4	1
Glen Oaks Comm. College, MI	29	68	2	1
Glen Oaks Comm. College/Clerical, MI	28	—	2	1
Gloucester County College/ESP/AP, NJ	58	01	2	1
Goddard College, VT	42	00	4	1
Gogebic Comm. College, MI	38	65	2	1

Institution/ System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Gogebic Comm. College/Clerical, MI	18	—	2	1
Grand Rapids Comm. College/Clerical, MI	89	97	2	1
Grand Valley State Univ./Clerical, MI	304	—	4	1
Green River Comm. College, WA	338	72	2	1
Hartnell College, CA	328	79	2	1
Hawaii, University of, HI	3,421	74	2/4	10
Hawkeye Comm. College, IA	142	80	2	1
Highland Comm. College, KS	30	—	2	1
Highline Comm. College, WA	369	65	2	1
Hillsborough Comm. College, FL	256	83	2	4
Hiram G. Andrew Center, PA	34	91	2	1
Hocking Technical College, OH	77	86	2	1
Hocking Technical College/Clerical, OH	32	86	2	1
Hudson County Comm. College, NJ	45	89	2	1
Hudson County Comm. College/Support, NJ	70	89	2	1
Hudson Valley Comm. College/AP, NY	73	—	2	1
Hutchinson Comm. College, KS	72	—	2	1
Illinois Eastern Comm. Colleges, IL	94	85	2	4
Imperial Valley College, CA	304	81	2	1
Independence Comm. College, KS	33	70	2	1
Iowa Central Comm. College, IA	73	75	2	3
Iowa Central Comm. College/Support, IA	16	—	2	3
Iowa Lakes Comm. College, IA	89	75	2	2
Iowa Valley Comm. College, IA	69	86	2	2
Iowa Western Comm. College, IA	98	75	2	2
Jackson Comm. College, MI	86	65	2	4
Jackson Comm. College/Clerical, MI	52	—	2	1
Jamestown Comm. College/Clerical, NY	131	—	2	2
Jefferson Comm. College, NY	113	75	2	1
Jefferson Comm. College/ESP, NY	80	—	2	1
Jefferson Comm. College, OH	29	85	2	1
Jefferson Comm. College/Clerical, OH	9	—	2	1
John A. Logan College, IL	98	72	2	1
John A. Logan College/ESP, IL	75	96	2	1
John A. Logan College/PT, IL	70	99	2	1
Johnson County Comm. College, KS	293	80	2	1
Kansas City Kansas Comm. College, KS	136	71	2	1
Kaskaskia College/Staff, IL	60	—	2	1
Keene State College, NH	161	77	4	1
Keene State College/Adjunct, NH	100	00	4	1
Kellogg Comm. College, MI	89	68	2	1
Kellogg Comm. College/Clerical/AP, MI	36	—	2	1
Kellogg Comm. College/Maint., MI	20	—	2	1

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Institution/ System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Kendall College of Art and Design, MI	23	74	4	1
Kern Comm. College, CA	896	77	2	3
Kirkwood Comm. College, IA	239	75	2	2
Labette Comm. College, KS	40	70	2	2
Laboure College, MA	22	75	2	1
Lackawanna Jr. College, PA	26	79	2	1
Lake Michigan Comm. College, MI	45	00	2	1
Lake Superior State University, MI	119	78	4	1
Lake Superior State University/ESP, MI	119	85	4	1
Lakeland Comm. College, OH	115	78	2	1
Lake Tahoe Comm. College, CA	21	—	2	1
Lakeshore Tech. College, WI	126	68	2	3
Lane Comm. College/FT/PT, OR	648	74	2	1
Lansing Comm. College, MI	847	68	2	1
Lansing Comm. College/Clerical, FT, MI	114	—	2	1
Lansing Comm. College/Clerical, PT, MI	192	—	2	1
Lassen College, CA	—	00	2	1
Lehigh County Comm. College, PA	81	70	2	1
Lehigh County Comm. College/Support, PA	36	—	2	1
Lewis and Clark Comm. College, IL	79	79	2	1
Long Beach City College/FT, CA	299	78	2	2
Long Beach City College/PT, CA	600	90	2	1
Lower Columbia College, WA	82	81	2	1
Luzerne County Comm. College, PA	107	71	2	1
Luzerne County Comm. College/Clerical, PA	109	71	2	1
Maine Technical College System, ME	304	—	2	7
Maine Technical College System/Admin., ME	52	—	2	6
Maine, University of-System, ME	1,250	78	4	7
Maine, University of-System/ESP 1, ME	1,246	78	4	9
Maine, University of-System/ESP 2, ME	863	78	4	9
Massachusetts Comm. College System, MA	1,700	76	2	15
Massachusetts Comm. College Sys/Cont'g Ed., MA	1,800	87	2	15
Massachusetts State Colleges, MA	1,535	77	4	9
Massachusetts State Colleges/Cont'g Ed., MA	1,050	87	4	9
Massachusetts State Colleges/Prof. Admin., MA	447	79	4	9
Massachusetts, University of, Lowell, MA	509	76	4	1
Massachusetts, University of, MA	1,800	76	4	4
Massachusetts, University of/ESP, MA	1,293	80	4	2
McHenry County College, IL	73	71	2	1
Medicine and Dentistry, Univ. of/Acad. Prof., NJ	97	84	4	3
Mendocino College/Adjunct, CA	9	94	2	1
Merced College, CA	490	76	2	1
Mercer County Comm. College, NJ	121	70	2	1
Metropolitan Comm. College, NE	159	74	2	4
Miami-Dade Comm. College, FL	600	99	2	1

Institution/ System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Michigan State University/AP, MI	1,556	85	4	1
Mid-Michigan Comm. College, MI	30	68	2	2
Mid-Michigan Comm. College/Clerical, Custodial, MI	42	68	2	2
Mid-Plains Comm. College Area, NE	85	76	2	2
Mid-State Tech. College, WI	97	70	2	3
Mid-State Tech. Inst./Support, WI	11	—	2	3
Minnesota Comm. College System, MN	2,200	72	2	26
Minnesota Tech. Colleges, MN	2,500	95	2	34
Minnesota, Univ. of, Duluth, MN	335	—	4	1
Mitchell Tech. Inst./Support, SD	13	—	2	1
Monroe County Comm. College, MI	62	73	2	1
Monroe County Comm. College/Custodial, MI	20	93	2	1
Montana State University-Billings/FT/PT, MT	199	78	4	1
Montana State College of Tech./FT/PT, MT	32	—	4	1
Montana, University of/FT/PT, MT	509	78	4	1
Montcalm Comm. College, MI	27	68	2	1
Montcalm Comm. College/Support, MI	38	68	2	1
Monterey Peninsula College, CA	307	76	2	1
Moraine Park Tech. College/Support, WI	153	83	2	3
Mott Comm. College, MI	233	66	2	1
Mott Comm. College/Prof/Tech., MI	112	—	2	1
Mount Hood Comm. College, OR	160	80	2	1
Mount Hood Comm. College/Adjunct, OR	400	82	2	1
Mount San Antonio College, CA	696	76	2	1
Mount San Jacinto College, CA	63	76	2	2
Muskegon Comm. College, MI	96	65	2	1
Muskegon Comm. College/Clerical, MI	25	—	2	1
Napa Valley College, CA	266	77	2	1
National College, SD	40	76	4	1
Nebraska-Kearney, University of, NE	318	76	4	1
Nebraska State Colleges, NE	239	76	4	3
Nebraska State Colleges/Prof., NE	70	94	4	3
Neosho County Comm. College, KS	44	—	2	1
New Mexico Highlands University, NM	112	98	4	1
Niagara County Comm. College, NY	188	78	2	1
Niagara County Comm. College/Clerical, NY	105	—	2	1
Niagara County Comm. College/ESP, NY	18	—	2	1
Nicolet Area Tech. College, WI	84	86	2	2
Nicolet Area Tech. College/Support, WI	59	87	2	2
Nicolet Area Tech. College/Maint., WI	5	79	2	2
North Central Michigan College, MI	34	80	2	1
North Central Tech. College, WI	169	69	2	6
North Central Tech. College/Clerical, WI	92	92	2	6
North Central Tech. College/Tech., WI	39	78	2	6
North Country Comm. College, NY	65	78	2	3

Institution/ System	**Unit Size**	**Year Elected**	**2-Yr. 4-Yr.**	**# of Campuses**
North Orange County Comm. College, CA	515	79	2	2
Northeast Iowa Comm. College/Area I, IA	146	75	2	2
Northeast Iowa Tech. College/Support, IA	21	75	2	2
Northeast Comm. Colleges, NE	90	90	2	1
Northeast Wisconsin Tech. College, WI	247	72	2	3
Northeast Wisconsin Tech. College/Clerical/Tech., WI	162	81	2	3
Northeast Wisconsin Tech. College/Clerical-Oper., WI	33	80	2	3
Northern Iowa, University of, IA	655	91	4	1
Northern Mich. University/Tech. & Appl. Sci., MI	22	80	2	1
Northern Montana College, MT	75	79	4	1
Northwest Iowa Comm. College/Area IV, IA	29	75	2	1
Northwest Iowa Tech. College/Support, IA	11	—	2	1
Northwest Tech. College, OH	46	75	2	1
Northwest State Comm. Coll./ESP, OH	20	86	2	1
Northwest State Comm. Coll., OH	74	75	2	1
Oakland Comm. College, MI	293	71	2	5
Oakland University/Office, MI	264	00	4	1
Oakland University/Custodial/Maint., MI	119	00	4	1
Oakton Comm. College, IL	151	86	2	1
Oakton Comm. College/PT, IL	118	85	2	1
Ocean County College, NJ	128	68	2	1
Ocean County College/Support, NJ	148	—	2	1
Ocean County College/Admin.-Primary, NJ	33	93	2	1
Ocean County College/Admin.-Supervisory, NJ	19	93	2	1
Olympic College, WA	401	64	2	1
Palm Beach Comm. College, FL	200	75	2	4
Palo Verde Comm. College, CA	57	80	2	1
Pasadena City College, CA	348	79	2	1
Passaic County Comm. College, NJ	62	72	2	1
Passaic County Comm. College/Admin., NJ	54	93	2	1
Passaic County Comm. College/Support, NJ	76	—	2	1
Peirce College, PA	22	92	4	1
Pennsylvania College of Technology, PA	218	71	2/4	2
Pensacola Junior College, FL	240	85	2	3
Pima Comm. College, AZ	287	78	2	5
Pittsburg State Univ., KS	218	74	4	1
Pratt Comm. College, KS	34	77	2	1
Rancho Santiago Comm. College/Cont'g Ed., CA	509	77	2	2
Raritan Valley Comm. College/Admin., NJ	45	—	2	1
Renton Technical College/ESP, WA	—	—	2	—
Rhode Island, Comm. College of, RI	296	72	2	3
Rhode Island, Comm. College of/Prof. Staff, RI	160	80	2	2
Rhode Island, Comm. College of/Clerical, RI	194	—	2	2

Institution/ System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Rhode Island School of Design, RI	138	78	4	1
Rhode Island School of Design/Adjunct, RI	107	80	4	1
Rhode Island, University of/Physicians, RI	3	79	4	1
Rhode Island, University of/Prof., RI	364	—	4	1
Rhode Island, University of/Clerical, RI	367	—	4	1
Rio Hondo Comm. College, CA	660	79	2	1
Riverside Comm. College, CA	785	78	2	3
Robert Morris College/Custodial, PA	65	—	4	1
Roger Williams College, RI	131	72	4	2
Roger Williams College/Clerical, RI	81	—	4	1
Roger Williams College/Custodial, RI	52	—	4	1
Rogue Comm. College/FT/PT, OR	365	75	2	1
Roosevelt University/PT, IL	350	00	4	2
Saddleback Comm. College, CA	984	76	2	2
Saginaw Valley State University, MI	223	72	4	1
Saginaw Valley State University/Clerical, Custodial, MI	178	78	4	1
St. Bernard Parish Comm. College, LA	30	—	2	1
St. Clair County Comm. College, MI	80	68	2	1
St. Clair County Comm. College/Clerical, MI	73	—	2	1
Saint Leo University, FL	56	79	4	1
St. Louis Comm. College, MO	435	77	2	3
Salem Comm. College, NJ	35	75	2	1
Salem Comm. College/Support, NJ	14	—	2	1
San Bernardino Comm. College, CA	643	84	2	2
San Joaquin Delta College, CA	633	77	2	1
Santa Clarita Comm. College/Dist. 6, CA	260	77	2	1
Sauk Valley College, IL	60	69	2	1
Schenectady County Comm. College, NY	76	78	2	1
Schoolcraft College, MI	336	72	2	1
Schoolcraft College/Clerical, MI	61	—	2	1
Schoolcraft College/Maintenance, MI	44	—	2	1
Shasta College, CA	394	76	2	1
Shawnee Comm. College, IL	42	84	2	1
Shawnee State University, OH	114	75	4	1
Sierra Comm. College Dist., CA	502	77	2	1
Skagit Valley College, WA	379	65	2	2
Solano Comm. College, CA	384	76	2	1
South County Community College, CA	895	78	2	2
South Dakota University System, SD	1,168	77	4	6
Southeast Comm. College/Prof., NE	70	94	4	3
Southeastern Comm. College, IA	80	87	2	2
Southeastern Comm. College/Support., IA	55	91	2	2
Southeastern Illinois College, IL	67	85	2	1
Southeastern Voc. Tech. Inst./Clerical, SD	10	—	2	1
Southern Illinois Univ.-Carbondale, IL	725	96	4	1

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Institution/ System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Southern Illinois Univ.-Carbondale/Staff, IL	—	—	4	1
Southern Illinois Univ.-Carbondale/ESP, IL	635	78	4	1
Southern Illinois Univ.-Edwardsville/AP, IL	280	88	4	2
Southern Illinois Univ.-Edwardsville/Tech., IL	100	92	4	2
Southern State Comm. College, OH	43	85	2	3
Southwestern Comm. College, CA	214	77	2	2
Southwestern Comm. College, IA	47	75	2	1
Spokane, Comm. Colleges of, WA	453	70	2	2
Spoon River College, IL	35	73	2	1
Spoon River College/Tech., IL	30	92	2	1
Spoon River College/Correctional Center, IL	8	92	2	1
State College & University Professional Assn., PA	480	78	—	14
Sullivan County Comm. College, NY	56	78	2	1
Sullivan County Comm. College/Staff, NY	11	—	2	1
Taft College, CA	54	76	2	1
Thaddeus Stevens State School of Tech., PA	39	72	2	1
Tompkins-Cortland Comm. College, NY	91	82	2	1
Tompkins-Cortland Comm. College/PT, NY	36	—	2	1
Treasure Valley Comm. College, OR	55	80	2	1
Ulster County Comm. College/Staff, NY	57	84	2	1
Union County College/Acad. Prof., NJ	67	—	2	4
Union County College/Clerical, NJ	90	—	2	4
Union County College/Maintenance, NJ	39	—	2	4
Union County College/Support, NJ	18	—	2	4
Victor Valley College, CA	89	76	2	1
Walla Walla Comm. College, WA	255	68	2	3
Warren County Comm. College, NJ	12	92	2	1
Warren County Comm. College/ESP, NJ	—	97	2	1
Washtenaw Comm. College, MI	203	66	2	1
Washtenaw Comm. College/OPT, MI	104	98	2	1
Waukesha County Tech. College, WI	208	67	2	3
Waukesha County Tech. College/Support, WI	205	80	2	3
Wenatchee Valley College, WA	65	65	2	2
West Hills Comm. College, CA	50	77	2	1
Westmoreland County Comm. College, PA	105	72	2	1
Westmoreland County Comm. College/Support, PA	12	—	2	1
West Shore Comm. College, MI	23	84	2	1
Western Montana College, MT	47	83	4	1
Western Iowa, Tech. Comm. College, IA	90	76	2	1
Western Nebraska Comm. College, NE	70	76	2	2
William R. Harper Comm. College/Custodial, IL	85	—	2	1
William R. Harper Comm. College/PT, IL	400	94	2	1
Williamsport Area Comm. College, PA	158	72	2	2

Institution/ System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Youngstown State University/AP, OH	359	86	4	1
Youngstown State University, OH	362	72	4	1
Youngstown State University/Support, OH	120	85	4	1

Notes:

[1] *Unit size is full-time, or full-time and part-time, as reported by unit. Units are faculty unless otherwise stated. AP = Academic Professional unit. AS = Administrative staff unit.*

[2] *This table employs the definition of a branch campus used by the National Center for Education Statistics. A branch campus, notes the NCES definition, possesses these characteristics: a permanent administration, programs offered that are at least two years in length, location not within commuting distance of the parent campus.*

[3] *While we believe the list to be accurate, unit size and affiliation change. If there are errors in the list, please write to the Higher Education Office, NEA, with updated information, and the listing will be corrected.*

The Use of Technology: Institutional Issues

By Marilyn Amey
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Community colleges—often at the forefront of instructional and administrative innovation—are now leaders of the technological revolution in education.[1] In 1998, for example, 62 percent of all two-year public institutions offered distance education; another 18 percent expected to follow by 2001.[2] Their reputation as adaptive, responsive, and flexible institutions makes community colleges well suited to embrace technology and the accompanying changes.[3]

Two-year colleges educate a diverse student clientele via multiple pedagogical strategies. Many community colleges therefore gravitated quickly to on-line and distance education to serve adult learners for whom such instructional practices are thought a panacea. "Technology-supported distance learning programs," an observer noted in 1993, "are key applications in which community colleges are leading higher education." Community colleges, this observer added, "exemplify the fundamental elements of the transformation of the teaching and learning process: movement out of the classroom and replacement of the teacher with the independent adult learner at the center of the teaching and learning process."[4] Adult-centered learning—accessed any time and any place—is a key "learning college" principle, providing access to occupational and vocational education, academic transfer programs, and lifelong learning opportunities for nontraditional learners.[5] Significant technology usage, this observer concluded, is a desideratum in structurally adaptive colleges committed to meeting student and client needs.

The key challenges to incorporating information technology in higher education, reported a 1997 study, included assisting faculty to integrate this technology into instruction, providing adequate user support, and financial planning.[6] But research on technology in community colleges focuses on classroom innovations and on strategies for implementing technological change—not on these challenges.[7] Worse, these studies provide little insight into how decision-makers experience and interpret technological changes.

Community colleges, says one analyst, would benefit "from taking a step back and evaluating the intent of technology being implemented and how it serves their mission and intent to deliver education."[8] And, we

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would add, how it affects administrative work since the implications of technology reach beyond student learning and instruction. What infrastructure issues must be addressed to facilitate technical support, professional development for faculty and administrators, and hardware and software needs? How do institutions integrate technology into their planning processes? How do staff members align technology-related priorities, goals, and actions to the mission of the institution? How do answers become institutionally generalized, given that campuses and programs vary in their engagement with technology?

The growing presence of technology in community colleges, in short, raises two related issues: current behaviors and effective administration of technology, and the outcomes of using technology, especially in instruction. This article focuses on staff perceptions of technology issues and the effects of technology on their work.

ADMINISTRATOR PERCEPTIONS OF TECHNOLOGY ISSUES

This study identifies administrator and staff perceptions of key technology issues facing community colleges, including teaching and learning, infrastructure, mission attainment, organizational growth, and outreach. The respondents to our national survey are collectively responsible for all functional areas of their colleges. Two research questions guide this study:

1. To what extent have technology and technology issues become part of the driving mission of the community college?
2. What technology-related issues are most important to administrators and their institutions?

Our survey contained 34 open- and closed-ended response items, and Likert scale questions. We drew a stratified random sample of 1,700 community college staff and administrators across 14 positions from the data bank of the American Association of Community Colleges. The 54 percent response rate (n=910 usable surveys) included adequate representation by geographic region, urban and rural locale, and single and multi-campus sites. We used descriptive statistics to analyze quantitative variables and content analysis to examine open-ended responses. We first summarize our findings, and then discuss the impact of technology on support for learning, administrative processes, and institutional planning.

MISSION CHANGE AND MEANS OF ATTAINMENT

Our open-ended questions asked how the mission of the institution changed over the last ten years, and how it might change in the future. Respondents reiterated the traditional tripartite mission of community colleges—academic transfer, occupational/vocational education, and lifelong learning—but frequently noted increased technology use on campus for accomplishing these missions, and in all aspects of campus life. Areas of anticipated mission change reflected current rhetoric and organizational priorities—especially use of technology in instruction and administration. Respondents expected modes of instructional delivery to continue to evolve through distance education and on-line courses, especially short courses to meet constituent needs. They also expected increased funding challenges, debates over access to technology, and infrastructure support issues to accompany the increases in academic services.

THE KEY ISSUES

We asked respondents to rate a series of issues facing community colleges on a one to five scale, with one indicating no importance at their institution and five indicating very high importance. Technology-related issues included faculty, administrator, and student technological competence; on-line services and recruitment; student access to computers; technology support for instruction and administrative processes; and the use and creation of technologically mediated instructional programs. Support for instructional and administrative processes, most respondents agreed, was of utmost importance at their institutions. Technological competence for administrators, on-line student recruitment, and on-line services—though receiving "high" ratings on the Likert scale—received less attention (Table 1).

Table 1

Perspectives on Technology Issues

Technology Issues	Percentage of administrators rating this issue as important or very important at their institutions
Technology support for instructional and administrative processes	88.0%
Student access to computers	84.4
Use of technology in current instructional programs	84.2
Technological competence of students	81.9
Technological competence of faculty	81.6
Creation of new technologically mediated instructional programs	79.1
On-line student services	72.1
On-line student recruitment/marketing	67.6
Technological competence for administrators	64.0

TECHNOLOGY AND SUPPORT FOR LEARNING

Administrators, most researchers and commentators concur, must provide adequate technology support for teaching and learning in the classroom. Support for instructional and administrative processes, agreed a majority of respondents, was the technology issue of greatest importance. These respondents identified several key issues accompanying faculty use of technology in the classroom:

- Faculty overload. E-mail and 24-7 access expectations of students might result in a never-ending job.[9]
- Professional development. Technical expertise in on-line instruction and in rethinking the faculty role in teaching/learning requires new approaches to development.[10]
- Copyright and release time. Copyright includes courses and ideas; contract release time includes time for development of on-line courses and for professional development around technology issues.
- Part-time faculty. Two-thirds of faculty members at public community colleges teach part-time.[11] Their employment status or their hours on campus may restrict access to institutional support services for on-line instruction.

Barriers to incorporating instructional technology include insufficient or obsolete hardware and software, inadequate facilities and support services, lack of time and money, inappropriate reward structures, scarcity of information about good practice, and underestimating the difficulties in adopting new technologies.[12] Adult learners may not always find on-line instruction a comfortable, appropriate learning environment despite the press for continuous access.[13] The growing "digital divide" in and out of the classroom worries faculty and administrators as they attempt to increase the use of technology without disenfranchising learners and employees.[14] Each issue and barrier pressures the current infrastructure and support mechanisms of the community college— critical catalysts for innovation and for integrating technology into instruction—requiring careful examination of institutional policies, processes, and decisions.[15]

Approximately 22 percent of our respondents taught during the previous academic year; many more taught formerly; still others were librarians and Information Technology (IT) professionals. Faculty members, some observers contend, are divided into two camps: those who embrace new technologies and see opportunities for innovation and colleagues who are reluctant to alter their approach to learning for fear of losing what they value.[16] Most of the sampled non-teaching and teaching respondents expressed similar opinions about the important technology issues at their institutions. But a slightly higher percentage of non-teachers gave a "very high importance" ranking to creating new instructional delivery methods, using technology in current instructional programs, and developing additional technologically mediated instructional programs to meet constituent needs.

TECHNOLOGY ADOPTION AND ADMINISTRATIVE PROCESSES

Major changes in the organization of work, notes one observer, often accompany the introduction of new technology.[17] New technologies, this commentator adds, are associated with organizations with highly skilled, flexible, and autonomous workers organized into small and nimble operational units. Most colleges and universities do not fit this characterization, and less than two-thirds of our survey respondents identified technological competence of administrators as important to their institution. But technology *has* transformed many non-instructional campus functions, including enrollment management—registration, billing, and financial aid, for example—parking services, library services, payroll, and employment resources. Growth in personnel associated with technology infrastructure is therefore no surprise.[18] Just as instructional technologists and courseware designers sprang up to support teaching and learning, web designers, media specialists, and technicians now support everything from college promotional materials and department web pages to interactive course advising and administrative teleconferencing.

How has technology affected the way we work? One observer distinguishes between automation and augmentation.[19] Automation uses technology for repetitive tasks and leads to demonstrated gains in productivity and profitability. Augmentation, in contrast, uses technology to assist people when machines cannot completely substitute for humans. Examples of automation and augmentation are plentiful in higher education.

Another observer offers a three-stage framework—duplication, application, and transformation—to characterize the adoption and progressive use of technology in higher education.[20] *Duplication* involves using technology to replicate what is already being done: nothing revolutionary, just modifications of current practices. During the duplication phase, traditional goods or services are available more widely or in a new form that can reach new audiences. Also, first-time users may experience new technology without completely altering their work styles. College libraries provide a good example of duplication. Electronic resources originally duplicated existing text or hard-copy material, but these resources then drastically altered how faculty, staff, and students use the library.

Rethinking the use of technology in light of new possibilities and using technology to transform tasks characterize the *application* phase. This messy, difficult phase features breakthrough achievements and glorious failures as people determine what the technology and organizational structure can accommodate. Converting traditional classes into on-line courses is a department-specific example of the application phase. Interacting with students via e-mail and chat rooms transforms classroom tasks. Developing on-line courses often leads to questioning and reassessing the "usual" policies and practices.

During the third phase, new technologies *transform* the organization, which now does old things in new ways, or becomes a new enterprise. Behaviors of individuals are meaningfully reorganized around the possibilities inherent in the technology.[21] Institutions that develop and maintain successful on-line degree programs, including offering all needed services on-line, are in the transformation phase. Students may never set foot on a college campus or have face-to-face interaction with college staff, but they may still receive a college degree—a revolutionary change.

IMPLICATIONS FOR INSTITUTIONAL PLANNING

The issues, challenges, and opportunities presented by technology give institutional planning and decision-making processes added importance. Many institutions with long-range or strategic planning processes did not successfully plan for information technology.[22] The need for integrated planning, across departments, units, and disciplines, becomes evident as improved technological capabilities influence institutional processes. In decentralized community colleges or research universities, innovative practices often occur at the local or area-specific level. Incorporating a new on-line service that increases efficiency in one unit may not be shared with other units or departments that would similarly benefit. Yet, at some point, these changes converge on one college system, on one set of institutional priorities, and on one pool of institutional resources.

Integrated campus-wide plans for incorporating technology do not ensure shared vision and accomplishment of institutional goals. Campus technology plans, notes one reviewer, fall into two categories: a vision without substance or a budget without a vision.[23] Plans with no substance were vague generalizations that lacked clear strategies, objectives, or even assessments of the present status of the college. The planning process at these institutions was painstakingly long—too much time spent defining vision, and little or no time spent on an implementation or action plan. "When you spend two years building a technology plan," this reviewer concluded, "three things occur: Nobody wants to be involved with implementing the plan, the plan is out of date before you get it distributed, and nobody wants to be on the next planning team."[24]

"Budget without a vision" plans, in contrast, address no key problems. Instead they focus on long-range funding, while offering little rationale for proposed expenditures. Adequate funding is a critical success factor for any technology plan, but funding formulas that ignore objectives treat technology as an "end," not as a means to achieve the institutional goals and mission.[25]

Planning for technology, other observers suggest, requires careful attention to four areas.[26] First is the technology itself—the hardware, software, networking, and upgrading capabilities. This area is complicated by the non-stop changes that may make a new system or process outdated before the purchase order is approved. IT officers cannot keep up with or predict technological changes and may better use their time to focus on the processes in place to incorporate new technology.

The second area for attention is pedagogical and technical support for faculty, staff, and students—the top institutional issue reported by respondents. Many institutions experience technology "support services crises" in which the current supply of resources needed for faculty, staff, and students does not meet the rising demands and expectations.[27] Institutions must pay particular attention to this critical part of the planning process, especially to the available types of training as the organization incorporates new technologies.

The third area is college or university policies and procedures. How does the use of new technology change policies governing faculty and administrative workloads, salary and rewards, intellectual property, and user security? Specific units or cross-functional teams may help to answer aspects of this question, but the pieces must ultimately come together in a cohesive process and an understanding of how technology is integrated into organizational functioning.

The last area of focus during technology planning: aligning technology with institutional goals. Colleges can accomplish this alignment, suggests one observer, by thoroughly assessing the institution's current state of technology usage, and then devising a vision of what the institution wants to become.[28] Like any other contextual planning process, the next important question is: "How will we get there?" Answering this question involves sequencing and prioritizing projects and implementation strategies.

WHO IS INVOLVED?

What are the least successful technology plans? Plans devised apart from overall institutional planning.[29] Problems may occur when initiatives are organized and managed outside the traditional institutional bureaucracy and hierarchies.[30] Institutional leaders must ensure that the appropriate units and departments are involved in the planning process and that innovations are not left on the organizational periphery.

Community colleges traditionally disperse technology-related functions throughout the organization. But separating support for one kind of computing from another no longer makes organizational sense.[31] Information technology support involves academic computing, administrative computing, distance learning, media services/instructional technology, and telecommunications. "The incredible dynamism and convergence of digital technologies and instructional applications," notes one observer, "has all but broken the historical basis for separate organizations for different aspects of technology support."[32] Many colleges have combined instructional and administrative computing within one structure to maximize coordination, support, and financial resources.[33] No one organizational chart, our survey concludes, describes the ideal location for technology experts and support professionals at community colleges. The titles of our respondents often revealed that technology responsibilities were combined with other administrative duties—director of technology and facilities, dean for learning and information technology services, and director of institutional effectiveness and distance education, for example. This variety of institutional strategies or arrangements suggests the absence of a "best practice" for coordinating technology functions.

Librarians, and other learning resources professionals, may play key roles in coordinating technology transitions. The library at the University of Indiana houses the Center for Teaching and Learning—allowing for active participation from information specialists and copyright experts. Adding a technology function to the library's responsibilities helps ensure that initiatives assume a high profile and that equitable access to information receives priority. This possibility assumes that community colleges have libraries with high institutional visibility, which is not always the case.[34]

Institutions are struggling to coordinate technology processes under one umbrella, but can a chief information officer effectively assume responsibility, especially at larger institutions?[35] The roots of most technology successes and problems, some observers note, are not within the direct control of the chief technology officer or the technology staff. "The technology staff swims, and sometimes sinks," these observers note, "while towing major technology initiatives through a sea of overall college politics, social and work customs, finances, state and federal policies, organizational structures, and other factors outside the daily operations of the technology department."[36] Successful technology transition requires leaders—faculty, librarians, and IT professionals—inclined and able to understand the college culture and to partner with influential, possibly non-technologically oriented colleagues to gain support and resources for new initiatives.[37]

One possibility: an associate academic vice president who oversees academic technology issues as part of a larger unit for teaching and learning, and who works closely with the head of computing and telecommunications services. A technology advisory board or committee would be responsible for setting and coordinating institutional policy and procedures. The "ideal" advisory board would include faculty members having classroom experience with technology, representatives from the teaching-learning center and the library, and staff responsible for the technology infrastructure.[38] Regardless of the specifics, community colleges must devise representative mechanisms to determine technology-related policies, priorities, and concerns.

The Maricopa Community College District's Ocotillo initiative exemplifies this kind of organizational structure and planning. "Ocotillo," writes an observer, "reflects an organizational design that involves inclusion, collaboration, shared leadership, timely and relevant planning, and decision making."[39] Ocotillo is Maricopa's vehicle for cross-functional and cross-campus decision making and problem solving related to learning through technology. After significant investments in technological innovations, senior district administrators inquired about their impact, limitations, and sustainability, their benefits to community members, and the structure of leadership. Discovering the answers led to Ocotillo's 1987 inception as a faculty-administrator think tank for successfully infusing technology into college life.

Deciding who controls and participates in establishing the policy agenda and infrastructure associated with information and instructional technology involves internal and external constituencies. Internally, classic debates between faculty and administrator priorities often drive the question. When participation in decision making and policy development is not inclusive, all members of the college community will ask, "What educational priorities will be compromised to pay the escalating costs of acquiring new computer technology?"[40]

Externally, the question is enmeshed within the larger educational policy arena, differentiated by state systems of education—including but often not limited to postsecondary institutions—legislative agendas, and other state agencies.[41] The external arena became more important as public colleges increased their dependence on competitive state legislative allocations to pay for technological infrastructure. The alternative: higher user and equipment charges to students. The higher education policy documents in only one state represented in the Big 12 athletic conference, a recent study notes, addressed technology infrastructure directly.[42] The Missouri postsecondary coordinating board appointed a telecommunications advisory committee with members from the state's higher education institutions to guide implementation of recommendations and establish funding priorities. Changing geographic boundaries for service delivery and increasing competition for funds from new educational service providers require more coordinated policy development.

DIFFERENCES IN PERCEPTION

Effective planning requires coordination of widespread input, but not all actors have similar views on technology-related issues. The extent to which campus units and their administrators use and are directly affected by technology varies; therefore, it would not be surprising to see variation in perspectives shared by administrators in different position categories.

Some respondents accorded high priority to their particular areas within the college. Student services administrators were more likely than colleagues in business affairs, institutional research, development, and human resources to give a higher "importance" rank to student access to computers and on-line services (93 percent to 86 percent), and to student technological competence (95 percent to 79 percent). These staff members—traditionally the most vocal advocates for students—are sensitive to the importance of computer and Internet access and proficiency for low-income, minority and first-generation college students.[43] Only direct, continuous administrative and faculty attention will bridge the gap between technological innovation that assumes computer access and competency and the reality of student economic circumstances and prior experience.

Chief academic officers gave "high importance" ranks to faculty-related issues and to the use of technology in the classroom: faculty technological competence = 88 percent, use of technology in current instructional programs = 91 percent. Chief academic officers and presidents shared similar views—an expected result, given their institution-wide perspectives and their close ties.

Librarians, information technology administrators, and distance education administrators—often seen as frontliners—were less likely to rank technology issues "very important" at their institutions. Creating new on-line and electronically mediated delivery systems, for example, received scores of "high importance" from almost 90 percent of respondents in business and industry positions, continuing education, and occupation education, but from only 73 percent of librarians. This difference may reflect the reliance of business, industry, and occupational programs on technology, the need to keep pace with changes and meet the demands of employers and students, and the perceived competition with alternate delivery systems. It may also reflect a greater understanding of the existing technologically mediated systems and their capacity by the IT staff—those staff most directly involved in their maintenance. The limited research on the role of IT staff in larger institutional decision processes precludes a definitive explanation for the views expressed by this group. Table 2 details administrator and staff perspectives on the key technology issues at their institutions.

Table 2

Views on Technology Issues by Position/Area: Percent of Respondents Rating Items as "High in Importance" (4–5 on Likert scale) at their Institutions

Technology Issue	Presidents	Chief Academic Officers	Student Services Officer	Administrative*	Occupational Education and Continuing Education	Distance Education and Information Technology	Librarians and Learning Resources
Technology support for instructional and administrative processes	92.3	92.9	86.0	90.2	90.6	88.9	77.8
Student access to computers	86.5	81.0	92.9	86.3	82.8	79.6	84.4
Use of technology in current instructional programs	88.7	90.9	83.7	84.8	85.9	79.6	75.0
Technological competence of students	90.6	84.0	95.3	79.3	82.2	77.8	84.1
Technological competence of faculty	88.7	88.0	88.4	75.0	85.8	85.2	75.6
Creation of new technologically mediated instructional programs	84.6	87.8	88.1	84.8	89.2	86.8	73.3
On-line student services	79.2	78.8	83.7	72.9	70.5	75.5	60.0
On-line student recruitment/ marketing	81.1	75.8	72.1	68.9	66.4	61.1	50.0
Technological competence of administrators	73.6	70.0	76.7	58.2	67.7	57.4	51.1

** Business and financial affairs, human resources, development, and institutional research.*

CONCLUSION

Technology is a valuable tool for supporting learning, managing student flow, creating instructional delivery systems, and linking instructional units, external resources, and campus members.[44] The abundance of conferences, summits, and professional development workshops on incorporating technology onto college campuses, and the banter about the "on-line instructional bandwagon" imply that community colleges are well positioned for new forms of instructional delivery and technology support. But even if we agree, for example, with the direction or expected outcome of a technological innovation, organizational change processes to support the innovation may remain vague. What is clear is that rapid changes resulting from technological improvements demand more systematic approaches to faculty development, staff training, technological compatibility/upgrades, and student support services—training, administrative processes, and student activities—to control costs and provide seamless learning opportunities.[45]

Major technology transitions *are* organizational transitions. "On a simple level, technology transitions are all about computers, software, networks, and technology staffing," notes one study. "However, at a more significant level, such transitions are actually more about institutional policies, types of services

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offered, costs and budgets, college-wide workflow and work behaviors, and outcomes." These transitions, the study concludes, "are all about changing at least in part *what* is done in a college, *how* it is done, *when* it is done, *who* does it, *who* pays for it, and *what* the outcomes are."[46] Implementing these transitions requires fundamental changes in the organization and management of our educational institutions.[47] Some changes may be perceived as too drastic and too threatening to institutional values; others will almost certainly be perceived as revolutionizing the professional identities of faculty, staff, and administrators. The real technology challenge in education involves people, not products.[48]

Energetic leaders looking to position their institutions effectively in the technology forefront often overlook the key to success: the human resources aspects of change processes. The rapidity with which changes are institutionally accepted and sustained is directly related to how administrators, faculty, staff, and students understand and adjust to these changes. Transition issues encompass faculty willingness to include instructional technology in their classes, the ability of institutional researchers and planners to abandon traditional planning and budgeting models, and managerial recognition that technology requires integration across academic and administrative units. Technology changes may involve tangible hardware needs, revised mission statements, and even the identity and efficacy of campus professionals.

Technology transitions affect processes, tasks, policies, culture, and people. Organizational context, multiple missions and priorities, funding issues, and instructional and administrative readiness all affect the extent to which these transitions succeed at our community colleges. Needed for success is a culture of campus-wide involvement, collaboration, and coordination, widespread and substantive participation from knowledgeable individuals in many functional areas, and administrators who can demonstrate central leadership.[49] Our data show differing perspectives among community college staff. Obtaining an institutional understanding of these differences is a key step toward creating and institutionalizing successful technological innovations.

NOTES

[1] O'Banion, 1997, 2000.
[2] Hancock, 2001.
[3] Cohen & Brawer, 1996; Levin, 2001.
[4] Doucette 1993, 24.
[5] O'Banion, 1997.
[6] Green, 1997.
[7] See for example, Anandam, 1998.
[8] Hull, 1999, 38; Levin, 2001.
[9] Baldwin, 1998; Simpson, 1998.
[10] McLean, 2001; Baldwin, 1998.
[11] AACC, 2000.
[12] Baldwin, 1998; Gilbert, 1996
[13] O'Banion, 1997.
[14] de los Santos et al., 2001.
[15] Green, 1997.
[16] Levin, 1998.
[17] Bates, 2000.
[18] Green, 2001; Katz & Rudy, 1999.
[19] Landauer, 1995.
[20] Cross, 2000.
[21] Cross, 2000.
[22] Lewis, Massey, & Smith, 2001.
[23] Moran, 1998.
[24] Moran, 1998, 41.
[25] Bates, 2000.
[26] Lewis, Massey, and Smith, 2001.
[27] Milliron and Miles, 2000.
[28] Moran, 1998.
[29] Lewis, et al., 2001.
[30] Bates, 2000.
[31] Luker, 2000.
[32] Lassner, 2000, 38.
[33] Villadsen, et al., 2000.
[34] Lewis, Massey, and Smith, 2001.
[35] Bates, 2000.
[36] Johnson and Carney, 2000, 275.
[37] Johnson & Carney, 2000.
[38] Bates, 2000.
[39] de los Santos, Jr. & Story, 2001, 54.
[40] Bromley, 51.
[41] Cintron, Dillon & Boyd, 2001.
[42] Cintron et al., 2001.
[43] De los Santos, et al., 2001; de los Santos, Jr., 2001.
[44] O'Banion, 2000.

[65] Cintron, et al., 2001.

[66] Johnson & Carney, 2000, 276.

[67] Bates, 2000.

[68] Green, 2001.

[69] Johnson & Carney, 2000.

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Faculty Benefits And Retirement

Fighting Off the Bears, Part II

By William Dale Crist

William Dale Crist, *professor of economics at California State University, Stanislaus from 1969 through 2002, has now retired to work with the National Coalition on Health Care and other groups seeking universal health coverage. Crist served as chair of his university's economics department from 1986 to 1990 and as CSU's corporate and foreign education liaison from 2000 until his retirement in January 2003.*

Crist writes on pension fund investing, retirement system administration, corporate governance, and health care. He served as an elected member of the California Public Employees' Retirement System (CalPERS) Board of Administration since 1987 and as president of CalPERS and chairman of its Board of Administration from 1992 until his retirement. CalPERS is the largest public pension fund in the United States with 1.3 million members and $145 billion in assets.

A founding member of the Thought & Action *Review Panel and founding president pro tem of the California Faculty Association (CFA/NEA) in 1974, Crist was elected CFA president and board chair from 1976 to 1985, and was a CFA board member from 1987 to 1999.*

The *NEA Almanac*, now celebrating its tenth anniversary, has consistently promoted two important messages to higher education faculty and staff:

Prepare for retirement!

Fight for increased benefits![1]

Now, in 2003, these concerns assume even greater importance as the world economy struggles to get back on its feet. The negative economic news of the past three years might have brought on an economic depression in earlier times. We're not in a depression yet—there's even some momentum toward a recovery—but many economists remain pessimistic about the world economy for the long term.[2] Current economic conditions make the *Almanac's* messages—prepare for the long term *and* protect ourselves now—of utmost importance.

A recap of the economic events of the last three years puts this crisis in perspective. U.S. stock markets fell precipitously after the global high-tech financial bubble burst in 2000. The market decline showed signs of leveling out until the attack of September 11, 2001 began the unsettling, seemingly interminable war on terrorism. Financial markets—responding to unfavorable economic conditions—continued to fall for most of 2002. Exposure of massive fraud and incompetence in trusted American corporations further destroyed confidence in the economy. Finally, the continuous saber rattling of the United States president caused increased uncertainty during the last quarter of 2002.

The long downward slide of the world's financial markets reduced the ability of free enterprise systems to improve on their own. But neither expansionary monetary intervention of the U.S. Federal Reserve System nor congressional fiscal intervention stimulated economic activity. Three years of negative events and failed public policy shook the confidence of investors, workers, and politicians. Attempts to explain our financial and economic troubles were often depicted as a "crisis of confidence."[3]

The need to survive in a weak economy explains why we reiterate last year's call to advocate for benefits that adequately address retirement and health care needs. In 2001 we hoped that 2002 would bring better economic times. But last year's warning—"it's unwise to wait for an economic upturn to save us from inadequate wages, lousy benefits, and

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more risky retirement plans"[4]—now seems too mild. A return to good economic times may take a long time.

PENSIONS UNDER SIEGE

Reduced capital spending in all sectors of the world economy accompanied the continued global collapse of investment in technology in 2002. The downward trend in public equity markets surprised most analysts, and kept thousands of faculty members who expected to live on their capital gains earned in defined-contribution plans from retiring as planned.[5] Faculty members in defined benefit retirement systems could still retire as planned. The much-publicized bankruptcies of Enron and WorldCom and the weak financial market conditions have not reduced the ability of defined benefit plans to pay all pension liabilities.[6]

Defined benefit pension plans proved far superior to defined contribution plans during this severe financial market decline. But having a defined benefit plan does not eliminate an employee's total compensation concerns.[7] Negative investment returns during 2002 required employers to increase their contributions to defined benefit pension plans. These increases reduced or eliminated prospects for improved wages and benefits through collective bargaining. The employer's contribution rate for faculty in the California State University system, for example, increased from 4.17 percent of salary in 2001–02 to 7.41 percent of salary in 2002–03.[8] Increases in benefits and wages were already rare in large universities that depended on state government financing.[9] And the precipitous decline in the market value of U.S. corporations made it difficult for private universities to obtain contributions to endowment funds reduced by the same financial market collapse. But despite these negative financial facts, average real compensation for higher education faculty increased more during 2001–02 than during any single year since the mid-1980s. What's really happening?

THE DECEPTION OF LAG TIME IN COMPENSATION MEASUREMENT

"Quite Good News—For Now" declared a 2002 "Annual Report on the Economic Status of the Profession."[10] "The academic year 2001–02," the report observed, "was the fifth consecutive year in which the value of the average faculty salary rose." "Economically," the report continued, "it would seem that faculty have much to be happy about."[11] "Is this the beginning of a new, rosier future for faculty members?" the report asked. The accurate answer: "Unfortunately, it probably is not."[12]

A rate of consumer price inflation below two percent between 2000 and 2002 helped boost real incomes of higher education faculty. Faculty members were paid from educational budgets based on funding from 1998–2000 income flows. Basing public and private education budgets on revenues generated in the preceding period, and making few adjustments for predicted revenue increases or declines, implies a less favorable compensation picture in 2002–03. The low inflation rate favorably affects employer contributions to pension plans. But the low rates of return on investments during 2000–02 more than offset this inflation rate effect. Hence a gloomy wage and benefits forecast for 2003.[13]

THE COST OF FACULTY BENEFITS

Tables 1 through 4 show the current dollar cost of specific benefits received by faculty members as a percent of salary for public, private-independent, and church-related schools.[14] Faculty benefits, the data indicate, were stable for the last several years.[15] But comparing benefit costs for the past four years shows the continued increase in the cost of medical insurance and retirement benefits. Benefit costs for all institutions between 1998–99 and 2001–02 increased by 1.4 percent. More than 70 percent of this increase resulted from increases in medical and dental insurance costs.[16] Increased medical and work-related insurance costs accounted for 34.5 percent of the total increase in benefit costs over the four-year period, up from 30 percent over the preceding four-year period.[17] Other benefit categories will suffer as increased health insurance costs place even greater pressure on higher education benefit budgets.[18]

Retirement benefit costs for all institutions increased from $5,551 in 1998–99 to $6,184 in

Table 1

Average Institutional Cost of Benefits for Faculty Members Receiving Specific Benefits, in Dollars and as a Percentage of Average Salary, by Affiliation and Itemized Benefit, 2001–02 (All Ranks)

Benefit	All Combined $	All Combined %	Public $	Public %	Private-Independent $	Private-Independent %	Church-Related $	Church-Related %
Retirement	6,184	9.8	6,203	10.0	7,005	9.8	4,897	8.8
Medical Insurance	4,404	7.0	4,395	7.1	4,693	6.6	4,034	7.3
Disability	256	0.4	261	0.4	249	0.3	249	0.4
Tuition	3,459	5.5	1,151	1.9	5,470	7.7	7,347	13.3
Dental Insurance	474	0.8	513	0.8	398	0.6	351	0.6
Social Security	4,228	6.7	4,099	6.6	4,853	6.8	3,989	7.2
Unemployment	139	0.2	115	0.2	200	0.3	202	0.4
Group Life	195	0.3	181	0.3	241	0.3	184	0.3
Worker's Comp.	383	0.6	363	0.6	484	0.7	332	0.6
Benefits in Kind	1,315	2.1	1,116	1.8	1,380	1.9	1,869	3.4
All Combined	21,036	33.4	18,398	29.7	24,973	34.9	23,454	42.4

Source: American Association of University Professors, "AAUP Salary Survey Report" Academe (March-April 2002), Table 10.

Table 2

Average Institutional Cost of Benefits for Faculty Members Receiving Specific Benefits, in Dollars and as a Percentage of Average Salary, by Affiliation and Itemized Benefit, 2000–01 (All Ranks)

Benefit	All Combined $	All Combined %	Public $	Public %	Private-Independent $	Private-Independent %	Church-Related $	Church-Related %
Retirement	5,663	9.4	5,594	9.5	6,647	9.5	4,665	8.8
Medical Insurance	4,042	6.7	4,079	6.9	4,235	6.1	3,549	6.7
Disability	267	0.4	285	0.5	248	0.4	229	0.4
Tuition	3,769	6.3	1250	2.1	6,449	9.2	8,584	16.1
Dental Insurance	445	0.7	478	0.8	378	0.5	363	0.7
Social Security	4,096	6.8	3,953	6.7	4,754	6.8	3,894	7.3
Unemployment	155	0.3	135	0.2	210	0.3	207	0.4
Group Life	195	0.3	189	0.3	225	0.3	181	0.3
Worker's Comp.	351	0.6	339	0.6	431	0.6	301	0.6
Benefits in Kind	1040	1.7	802	1.4	1377	2	1774	3.3
All Combined	20,022	33.3	17,104	29.1	24,954	35.7	23,747	44.6

Source: American Association of University Professors, "AAUP Salary Survey Report," Academe (March-April 2001), Table 10.

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Table 3

Average Institutional Cost of Benefits for Faculty Members Receiving Specific Benefits, in Dollars and as a Percentage of Average Salary, by Affiliation and Itemized Benefit, 1999–2000 (All Ranks)

Benefit	All Combined $	All Combined %	Public $	Public %	Private-Independent $	Private-Independent %	Church-Related $	Church-Related %
Retirement	5,669	9.7	5,728	9.9	6,369	9.6	4,390	8.6
Medical Insurance	3,792	6.5	3,849	6.7	3,913	5.9	3,302	6.4
Disability	245	0.4	249	0.4	246	0.4	228	0.4
Tuition	3,106	5.3	955	1.7	6,367	9.6	6,916	13.5
Dental Insurance	456	0.8	482	0.8	400	0.6	372	0.7
Social Security	3,932	6.7	3,830	6.6	4,511	6.8	3,676	7.2
Unemployment	159	0.3	145	0.3	197	0.3	190	0.4
Group Life	197	0.3	189	0.3	237	0.4	174	0.3
Worker's Comp.	343	0.6	344	0.6	381	0.6	289	0.6
Benefits in Kind	922	1.6	673	1.2	1283	1.9	1730	3.4
All Combined	18,821	32.3	16445	28.5	23,904	36.1	21,268	41.4

Source: American Association of University Professors, "AAUP Salary Survey Report," Academe *(March-April 2000), Table 10.*

Table 4

Average Institutional Cost of Benefits for Faculty Members Receiving Specific Benefits, in Dollars and as a Percentage of Average Salary, by Affiliation and Itemized Benefit, 1998–99 (All Ranks)

Benefit	All Combined $	All Combined %	Public $	Public %	Private-Independent $	Private-Independent %	Church-Related $	Church-Related %
Retirement	5,551	9.9	5,667	10.1	6,060	9.6	4,219	8.5
Medical Insurance	3,440	6.1	3,414	6.1	3,860	6.1	3,071	6.2
Disability	222	0.4	211	0.4	260	0.4	214	0.4
Tuition	3,038	5.4	975	1.7	6,510	10.3	6,693	13.5
Dental Insurance	439	0.8	461	0.8	403	0.6	346	0.7
Social Security	3,669	6.5	3,517	6.3	4,399	6.9	3,568	7.2
Unemployment	155	0.3	135	0.2	220	0.3	192	0.4
Group Life	188	0.3	180	0.3	235	0.4	168	0.3
Worker's Comp.	346	0.6	341	0.6	388	0.6	322	0.7
Benefits in Kind	966	1.7	753	1.3	1229	1.9	1706	3.5
All Combined	18,014	32.0	15,652	28.0	23,563	37.1	20,500	41.5

Source: American Association of University Professors, "AAUP Salary Survey Report," Academe *(March-April 1999), Table 10.*

2001–02. The cost of retirement benefits decreased by $6 between 1999–2000 and 2000–01—the result of much higher earnings on invested trust funds during 1999–2000. But the cost of retirement benefits increased by $521 between 2000–01 and 2001–02. Substantially reduced earnings on invested pension funds for 2000–01—there were net investment losses—caused this increase. Because budgets lag revenues, the reduced return on invested funds in defined benefit *and* defined contribution pension systems will force the absolute and the relative cost of retirement benefits even higher for at least the next two years.[19]

The total increase for all benefits received for public college faculty, was $2,746, or 17.54 percent, over the four years. A substantial decrease in the amount reported as tuition benefits offset the large increase in retirement and medical insurance costs for private-independent schools, resulting in a $1,410 increase (5.98 percent), over the four-years. Church-related schools showed a $2,954 increase (14.41 percent) in faculty benefits over the same period. The tuition benefit increased by 9.77 percent, compared to an increase in the same benefit of 36.84 percent over the preceding four years. Stabilized costs of tuition at church-related schools explain this smaller marginal change. Tuition benefits will probably increase as a substitute benefit for church-related and for private-independent schools as paying for rising medical insurance costs and retirement contributions becomes more difficult.

To sum up. Employer contributions to faculty benefits, including basic retirement plans and medical insurance, have not improved much during the last four years. But low or negative returns on invested pension funds and rapidly rising medical insurance rates mean considerably increased costs to employers.

Table 5 displays the cost of employee benefits per faculty member from 1986–87 to 2001–02. This cost is presented as a percent of salary—an accurate picture of the portion of an employee's total compensation provided as benefits. Between 1960 and 1985, benefits provided to college and university faculty increased by almost 300 percent, keeping pace with the rapid growth of funded retirement systems throughout the economy.[20] Benefits continued to increase as a percent of faculty salary during the last five years of the 1980s, albeit at a slower pace. This increase largely resulted from increased medical insurance costs that boosted insurance premiums and brought about managed care. The booming U.S. stock market and stabilized medical insurance premiums during the 1990s kept benefits as a percentage of salary relatively constant while real faculty salaries increased. During these good economic times, salary and benefit increases stayed ahead of the cost of living, and neither employers nor employees saw a need to increase their focus on benefits as part of the total compensation package. But a new emphasis on negotiating benefits and working cooperatively with all stakeholders to solve the health care crisis may emerge in 2003–04 as the bear market continues to threaten the prospects for well-funded pensions, and as medical insurance costs threaten to become unaffordable.

CORPORATE GOVERNANCE AFFECTS WHOSE RETIREMENT?

Why would an *Almanac* chapter address this global problem? *Corporate fraud and bad corporate governance affect faculty retirement options.* A trust fund, annuity, or money manager may hold your savings. Many faculty members accumulate their pension savings in companies like TIAA-CREF, in public employee funds like CalPERS, or in separate systems for higher education employees, like the University of California Retirement Plan.[21] Some colleagues may "self-direct" their retirement portfolios. In any case, these savings represent ownership of producing assets. Organizations holding your retirement savings—"institutional investors"—are most often seen as the "shareholders." But look at your portfolio of retirement savings. You, the faculty member, are the ultimate owner of the equity and the beneficiary if your savings include common stocks. You should therefore think of yourself as a shareowner, and should recognize your responsibility to look out for your own best interests—including improved corporate governance. Scholars have recognized shareholder responsibility for more than 60 years, though the concept has only now become a topic of general interest.[22]

Table 5

Institutional Cost of Employee Benefits per Faculty Member as Percentage of Salary, All Institutions, 1986–87 to 2001–02

Benefit	1986–87	1991–92	1996–97	2001–02
Retirement	9.4	9.5	9.7	9.4
Medical Insurance	3.9	6.0	6.0	6.5
Disability	0.3	0.2	0.3	0.3
Tuition	0.8	0.8	0.7	0.7
Dental Insurance	0.2	0.3	0.3	0.3
Social Security	5.8	6.3	6.2	6.3
Unemployment	0.2	0.2	0.2	0.2
Group Life	0.3	0.3	0.3	0.2
Worker's Compensation	0.4	0.5	0.6	0.5
Benefits in Kind	0.2	0.3	0.2	0.3
All Combined	21.5	24.4	24.5	24.7

Source: American Association of University Professors, "AAUP Salary Survey Report," Academe *(March-April 2002), Table 3.*

Corporate governance is the process through which a board of directors represents the owners (shareholders) of a corporation, and holds the company's management accountable for acting in the best interest of the shareholders. Large institutional investors and a few shareholder activists have focused on improving corporate governance since the late 1980s.[23] But prior to the corporate scandals of 2002, the public remained unaware of how corporate boards fulfilled their responsibility as fiduciaries for large and small shareowners, and faculty members had little interest in corporate governance, despite their direct or indirect investments. The Enron and WorldCom bankruptcies captured the attention of the public, the media, and individual investors, including faculty members. Congress, in response, passed the Sarbanes-Oxley Act of 2002 on July 25, and President Bush signed the bill only five days later. This sweeping legislation, rushed into law by historic standards, aims to increase the reliability and accuracy of corporate reporting and accounting practices and to ensure the independence of securities analyst advice.

The importance of good corporate governance and market transparency has finally become apparent to the public. Improved governance should become part of the political action program of every faculty union. Faculty members must become more involved in the governance of the pension systems that manage their retirement savings. Some concrete steps: Become trustees of your defined benefit systems; insist on better disclosure from the professional managers of defined contribution systems; push for increased faculty union allocations to study and report on the performance of public pension plans.[24]

The rapid growth of pension systems and their expanded use of passively managed index funds has increased defined benefit and defined contribution plan dependence on investment returns.[25] The current global trend toward a more dependent aging population makes adequate preparation for old age a national imperative. This preparation involves careful early planning; it also requires active participation in managing the assets of the individual, the trust fund, and the nation.

THE REAL CRISIS: PAYING FOR HEALTH CARE

"Save Young, Live Long, and Prosper," the article on benefits and retirement in the *NEA 2001 Almanac,* speculated on the effect of the 2000 presidential election on Social Security reform, long-term care needs, and medical insurance costs,. Here's an update: No Social Security reform, inadequate support of long-term care, and intolerable health care costs. Nor has anything helpful to working people emerged from the Economic Growth and Tax Relief Reconciliation Act of 2001, discussed in last year's *Almanac*. Bottom line—the 2000–02 period has only increased our need to become more involved politically. But we must now focus on the part of our expenditure budgets most in jeopardy.

A health care crisis is developing in the United States, and the marketplace cannot deal with the problem. This crisis is a long time in the making, but recent corporate combinations and economic failures of health maintenance organizations have driven college and university faculty to a much higher level of awareness and participation.[26] "It's really important," stated a recent Teamsters Union publication, "that local unions start making members aware about how their health plans are paid for."[27] Public employees in California grasped the dimensions of the crisis when HMO premiums increased by 25 percent in a single year for the state's largest purchaser of medical insurance.

CalPERS, the health benefits provider for all employees of the California State University and of other California state and public agencies (1.3 million participants), is the second largest purchaser of public employee health benefits in the United States. Even with its market leverage, CalPERS can no longer negotiate for sustainable medical insurance premiums.[28] Table 6 shows the rate of change in HMO premiums paid by CalPERS from 1990–91 through 2002–03. Managed care failed to reduce the cost of medical insurance after 1997. Increased costs to users—including increased co-payments and deductibles, and required use of mail-order prescription services—accompanied dramatic increases in premium rates for 2002 and 2003. The CalPERS experience reflects market conditions. Substantial increases in health benefit costs to employers are prompting widespread efforts to shift these costs to employees.[29]

The need to provide adequate health care to older and uninsured Americans is shifting attention from piecemeal solutions and quick fixes to proposals for a universal health care system. "No matter what the size, industry, or location, no organization is safe from major health care increases," states a report by Hewitt Associates, a human resources consulting firm. "Employers simply cannot afford to continue to absorb these types of rate hikes and, unfortunately, that means employees will have to pay a lot more for health care."[30]

Table 6

Annual Rate of Change in Basic HMO Premium Rates for CalPERS Plans

Year	Percent change
1991	+17.9%
1992	+12.1
1993	+6.9
1994	-0.4
1995	-0.7
1996	-5.3
1997	-1.4
1998	+2.7
1999	+7.3
2000	+9.7
2001	+9.2
2002	+13.2
2003	+25.1
2004	+20.0*

Source: Office of Public Affairs: www.calpers.ca.gov.
**2004 change estimated*

"Fewer Have Coverage for Health Care—Soaring costs and a shaky economy reverse gains—Crunch affects all income levels" headlined a recent article in the *Los Angeles Times*.[31] "If you're covered by a medical benefits plan and actually go to the doctor," a respected writer for *Fortune* echoed, "you're making yourself vulnerable to rising deductibles, lost referrals, denied claims—all the extra headaches of modern American medicine."[32]

Providing high-quality, affordable health care is our top domestic problem. The problem consists of more than gouging by the pharmaceutical industry, the hospitals, and the medical profession. It involves more than insufficient tax dollars to fund Medicare, Medicaid, and similar state programs. And, it's not just a problem for the uninsured. Our dilemma results from underfunding existing government programs, *and* from the large and

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growing number of uninsured citizens in an environment of rising health-care costs. The system is pushing those who pay for their care through employer provided insurance programs—CalPERS is an example—to pick up the cost of care provided to non-payers. Our standards of living and morality does not permit citizens with emergency life-threatening medical conditions to go untreated. That leaves only one answer—universal health care.

Several political coalitions are confronting our national health care needs. The National Coalition on Health Care (NCHC, founded 1990)—the largest, most broadly representative alliance—is non-profit and non-partisan.[33] NCHC advocates for quality health care *for all* in a rapidly changing health care system. NEA, AFT, the AFL-CIO, most other large labor unions, many large pension funds, and many companies and non-profit organizations belong to this coalition. The Screen Actors Guild and the Directors Guild of America joined NCHC in 2002 as health care costs spiraled in the entertainment industry.

Making coalitions like NCHC effective requires rank-and-file employee participation. Our medical insurance benefit is jeopardized unless higher education faculty and all other employees take political action. The proof: the failure of top-down efforts in the first Clinton Administration. The free market will not solve the problem; only massive grassroots action will bring about favorable policy changes from our government.

Last year, this chapter urged faculty leaders to cooperate with administrators in aggressive political advocacy for higher education funding. This year, we urge faculty leaders to become more involved in their retirement plans—including participating as trustees on pension fund boards. Perhaps more important, faculty members must work politically to achieve equitable universal health care because health care costs can quickly decimate salary gains and retirement plans. Improved faculty health care and retirement benefits are still economical ways to strengthen our colleges and universities. Faculty union involvement at every level of the political fray helps to convince employers of this reality. Local unions must play a larger role in community politics; they should not rely on others. There may be many ways to skin a cat, but first we much catch the cat, and then argue strongly for our preferred method of skinning it.

NOTES

[1] Chronister, 1994, 1995, 1996, 1997, 1998, 1999, 2000; Crist, 2001, 2002. These analyses provide an historical perspective on advocacy for improved faculty benefits in a changing economic and political environment. Knowing this history over at least two past business cycles is invaluable for negotiators and faculty seeking long-term change through collective bargaining and personal decision making.

[2] U.C. Berkeley researchers provided a good example of third quarter 2002 pessimism in "U.S. economy may be headed for another major recession." See http://www.ucnewswire.org/news_viewer.cfm?story_PK=2051&CFID=351869&CFTOKEN=58990523.

[3] The failure of the Arthur Andersen accounting firm, corporate governance failures, and corporate management fraud in large, well-known companies such as Enron, Tyco, WorldCom, Aldelphia, and Global Crossing affected confidence in our future ability to fund pensions and health care expenses. See http://www.thecorporatelibrary.com/spotlight/scandals.html for a listing of reports on the corporate scandals that damaged confidence in the market economy in 2002.

[4] Crist, 2002, 90.

[5] For representative opinion see: http://www.saperston.com/financial/stats.htm.

[6] In a "comforting" press release from CalPERS on August 2, 2002, the chief investment officer (CIO) stated, "No pension funds over $10 billion scored a positive overall gain in assets this past fiscal year, but at CalPERS, our diversification strategy paid off." "The good news for members," continued the CIO, "is that we continue to be very well funded to meet our benefit obligations to present-day retirees and future retirees. The good news for the state and local government employers is that we have excellent actuarial policies to minimize the impact of increases in employer rates." "We know historically there will be periods of time when the markets aren't generous," the CIO concluded, "we just don't always know when that will occur. As a result, in good times and in less favorable times, we take the prudent approach of not putting all of our eggs in one basket. We remain in good financial shape." http://www.calpers.ca.gov/whatsnew/press/2002/0827a.htm. For a similar example from the University of Illinois, see http://www.surs.com/news/Features/feature.htm.

[7] See Gustman and Steinmeier, 2002.

[8] For an explanation of all the variables considered in changing employer pension contributions by such a substantial amount year on year, see www.calpers.ca.gov.

[9] The California State Legislature, for example, has not supported a California State University budget that would provide for much more than token salary adjustments since 1999-2000. After almost a year, the California Faculty Association, representing 20,000 state university faculty, has negotiated a new three-year contract providing for two-percent general salary increases for each fiscal year, from 2001 through June 30, 2004. A 2.65 percent seniority increase for eligible faculty members, effective June 30, 2002 (FY 2002-03), augments the two-percent general salary increase, effective April 1, 2002 (from FY budget 2001-02). A two-percent general salary increase, effective July 1, 2002 (FY budget 2002-03), follows, along with the 2.65 percent seniority increase for eligible faculty members, effective June 30, 2003 (FY 2003-04). A 2.65 percent seniority increase, effective June 30, 2004 (FY 2004-05) is contingent upon a 3.5 percent negotiated settlement for FY 2003-04. Twenty-five percent of the settlement will pay for a jointly developed merit pay program. This agreement would not have been acceptable in years of stronger budget support, but given the present outlook for the 2003-05 period, assurances of seniority adjustments for 2003-04—though tied to new unknown merit pay provisions—may prove beneficial. See http://calfac.org/New_contract_info.html http://www.calstate.edu/PA/news/agreement02.shtml and http://www.calstate.edu/PA/news/budgetcut.shtml

[10] American Association of University Professors (AAUP), March-April, 2002.

[11] AAUP, 2002,21.

[12] AAUP, 2002, 21.

[13] See note 7 above.

[14] AAUP, 1999, 2000, 2001, 2002. These tables include comparable data, though the institutions reporting in each year's survey may vary. Unfortunately, complementary data provided by the National Center for Education Statistics prior to 2000-2001 is no longer available.

[15] Chronister, 1994, 1995, 1996, 1997, 1998, 1999, 2000; Crist, 2001, 2002.

[16] Current AAUP data show a 1.0-percent increase in these combined costs. Some reporting institutions include dental insurance costs as part of medical insurance cost. The tables combine these costs to be inclusive without double counting. The AAUP study attributes only ten percent of the increase in these costs to dental insurance. AAUP 2002, 38.

[17] Includes medical insurance, disability, dental insurance, and worker's compensation.

[18] The California Faculty Association (CFA) obtained legislation that allows negotiation for better medical insurance coverage for part-time faculty. Negotiating these benefits is proving more costly than predicted. Contact CFA for details; http://calfac.org.

[19] Clair, 2001, 1; Jacobius, 2002, 19. For examples of recent investment results for all major pension systems, see http://www.calpers.ca.gov/about/directry/otherretsyslinks.htm.

[20] AAUP, 2002, 28-29. See Woodbury and Hamermesh, 1992, 287-96.

[21] http://atyourservice.ucop.edu/employees/retirement/ucrp/index.html

[22] Benjamin Graham and David Dodd, the first scholars to recognize stock analysis as an important activity, wrote in 1934 that an investor should take just as much care in *being* a stockholder as in *becoming* a stockholder. See Graham and Dodd, 1940, 594.

[23] See Monks and Minow, 2001; Ward, 2002; Crist, 2003; and CalPERS, August 14, 1995. See also the CalPERS Library Catalog, a bibliographic database tracing the history of corporate governance, dating back to the late 1970s. This 14,000-item library covers major regulatory and legal documents, academic papers, conference proceedings, and major news stories, including many full abstracts: http://calpers.thecorporatelibrary.net/Library.htm.

[24] See National Education Association, 2000. The Pension Benefit Guaranty publishes federal government information on private pension plans. See http://www.pbgc.gov/map.htm. For information on labor union pension fund trustee education see http://www.ifebp.org.

[25] The CalPERS retirement fund, for example, grew by more than $80 billion net—that is, after deducting benefit payments averaging more than $3 billion a year—in the past ten years. Income totals over the decade included $108 billion from investment returns, $13 billion from employer contributions, and $14 billion from member contributions. See "Facts at a Glance."

[26] For example, see *The Faculty Voice*, an independent faculty newspaper at the University of Maryland, College Park. The writer charges that their HMO "tried to survive and prosper in an era of rapidly rising medical costs by denying or reducing as many claims as possible." The article illustrates several documented examples of failures of the HMO to honor its obligations and urges faculty members to become politically active in dealing with their individual problems. See Brush, 2002, 1-2.

[27] See "The Health Care Challenge," 2002.

[28] Following the rapid increase in fee-for-service medical insurance premiums during the late 1980's, CalPERS moved to managed care, created

standardized benefits for competing HMO's and relied on market competition to reduce the rate of premium increases. Between 1991 and 1997 this combination reduced the rate of premium increases, and actually generated decreases in HMO premium rates from 1993 to 1997. But the trend line moved upward at an alarming rate from 1995 to the present.

[29] See *The Mercer Report*, March 15, 2002; *In Focus*, second quarter 2002.

[30] Statement by Jack Bruner, national health care practice leader for Hewitt Associates. Bruner added: "Unless there is a fundamental change in the way health care is delivered, costs will double in the next five years." "This is a major concern for senior management," he concluded, "as it impacts the bottom line of companies across the country." http://was.hewitt.com/hewitt/resource/newsroom/pressrel/2002/10-14-02.htm

[31] Kemper, 2002.

[32] Stires, 2002, 205.

[33] See http://www/nchc.org. NCHC has published numerous studies related to health care. See Miller, 2001.

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Higher Education Support Professionals: The Fear of Speaking Out

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BEST COPY AVAILABLE

Support professionals in higher education bear broad responsibilities to serve the academic enterprise, but have virtually no authority.[1] While supporting the primary functions of the academy, they may witness questionable behaviors and activities on the part of faculty, senior administrators, and other staff members—including carelessness, waste, and fraud. Speaking out when these behaviors occur may be desirable and important. But the willingness of support staff to speak out depends on their sense of security in their positions, the climate fostered in their work unit, and knowledge of existing protections.

This chapter examines the protections afforded support professionals who speak out about activities they believe are inappropriate, unethical, or illegal. "Whistleblower," the colloquial term applied to colleagues who speak out, is formally defined as "an employee who refused to engage in and/or reports illegal or wrongful activities of his employer or fellow employees."[2] Federal and state statutes provide the most definitive protections for whistleblowers, while institutions may offer additional protection for staff members who report illegal or unsafe conduct. Collective bargaining contract language may also protect covered staff from reprisal for exercising their contractual rights. Other concerns—such as poor management, abusive supervision, or negligence—may be neither illegal nor contractual violations. Addressing these important concerns requires a campus climate that values the contributions—and criticisms—of support professionals.

SPEAKING OUT

Most visible cases involving reprisal, retribution, or retaliation for speaking out revolve around tenure and promotion, research fraud, and sexual or racial harassment or discrimination. Faculty members or students typically initiate these cases. The next largest group of cases involves high-level college or university administrators accused of fiscal mismanagement or of misusing funds. Boards or external agencies often bring these cases. About 60 percent of the employees in higher education are support staff, but cases involving these colleagues rarely appear in the media.[3] There may be fewer cases, but more likely, existing situations are rarely made public or receive press coverage.

The cases that *do* appear suggest the problems encountered by support professionals who speak out. Here are some examples from *The Chronicle of Higher Education*:

> California State University at Fullerton reached a tentative settlement last week to pay its former personnel director $457,000 to settle his state-court lawsuit, which accused the institution of unfair retaliation against him. In his lawsuit, [name deleted] also contended that university administrators retaliated against him for helping whistleblowers at the university process complaints to the California Bureau of State Audits about the university's alleged mishandling of government funds. A subsequent investigation by the Bureau of State Audits found that improper governmental activities had taken place, and [name deleted] contended that his superiors blamed him for those independent findings as well. (*Chronicle of Higher Education*, 2002)

> The U.S. Equal Employment Opportunity Commission has found cause to believe that the general counsel of the University of Houston System subjected two female employees to a hostile working environment, and that they suffered retaliation for complaining. University officials, however, say the general counsel [name deleted] is merely a demanding manager whose efforts to shape up an inefficient office were resisted by the complainants. (*Chronicle of Higher Education*, 2000)

> A British government accounting office has called on the country's universities to set up "whistle-blowing procedures" to enable staff members to air concerns about administrative and financial abuses and shortcomings. "The authors of the anonymous allegations which led to the investigation [and evidence of "serious wrongdoing] stated that because of a climate of fear and intimidation this was the only way to make their concerns known." (*Chronicle of Higher Education*, 1998)

> Thirty-nine former staff members of Howard University have sued the institution for $136.5 million in damages, claiming that they were wrongfully fired.... [But] the lawsuit, filed in Superior Court here, argues that the university used the restructuring to get rid of employees who had fallen out of favor for various reasons. Some, the complaint says, had previously filed grievances against their supervisors, accusing them of sexual harassment or of race or gender discrimination. "Instead of doing it according to restructuring, they did it according to reprisal, said [name deleted, a 1950 alumna of Howard's law school]." (*Chronicle of Higher Education*, 1995)

> For more than two years, medical-center administrators tried to silence the staff members who were reporting problems. Three women ultimately came forward as whistleblowers; each suffered retaliation and was forced out of her job. The University began an internal audit based on the whistleblowers' reports in February 1994, and in September appointed three outside panels to investigate the alleged clinical and fiscal misconduct. The clinic was closed early last month. University lawyers negotiated settlements with the three whistleblowers this spring to compensate them for the institution's actions against them, agreeing to pay them a total of $919,000. But the agreements barred the women from working anywhere in the University of California system, ordered them not to talk about the scandal or their treatment by the university, and barred them from making "any disparaging statements to any person or entity about the university and/or its employees." (*Chronicle of Higher Education*, 1995)

Each case received press coverage upon becoming a lawsuit or a formal complaint to an external body. Fear of retaliation explains why many more incidents that probably occur—or are perceived by support staff to occur—are never revealed. "Speaking out" may range from voicing concerns and suggestions for improvement to whistleblowing. Support professionals may consider any form of speaking out too risky because they are often treated as invisible members of the academic community and often feel unappreciated and vulnerable.[4] These colleagues have fewer protections from retrenchment—no tenure—and often bear the brunt of administrative cost containment efforts.[5] Fear of retribution—ranging from social discomfort to lack of support to dismissal—for speaking out is not therefore surprising.

PROTECTION FOR WHISTLEBLOWERS

The fear of retaliation may prevent employees from speaking out to help curtail wrongdoing by institutional personnel.[6] Government and institutions have therefore adopted whistleblower protections. One indicator of the success of these protections in curtailing employee fears: Whistleblowing now occurs more frequently. Whistleblower complaints at the California State University system, for example, roughly doubled since 1999.[7]

Federal Protections. The Whistleblower Protection Act, passed by Congress in 1989, forbids retaliatory action by federal employers against any federal employee who blows the whistle.[8] Other federal statutes protect non-federal employees. These statutes focus on four areas: environment, labor relations, workplace health and safety, and workplace discrimination.[9] Specific procedures differ by statute, but the employer is usually "prohibited from discharging or in any way discriminating against an employee simply because the employee has filed a complaint, instituted a proceeding, or testified in any proceeding or investigation under or related to the relevant statute."[10] The definition of discrimination, which also varies by statute, may include demotions, transfers, or actions that create a hostile working environment such as intimidation, threats, restraints, coercion, or blacklisting. An employee must file a claim of retaliation under the appropriate federal statute. Alleging retaliation after disclosing a workplace safety violation, for example, comes under the whistleblowing provision of the Occupational Safety and Health Act.[11]

To establish that retaliation for whistleblowing has occurred, an employee must show that:

1. He or she engaged in some statutorily protected expression,
2. He or she suffered an adverse action by the employer, and
3. The employer took the adverse action because he or she engaged in the protected expression.[12]

The law does not list potential adverse actions because, the Seventh Circuit Court notes, "unfortunately its forms are as varied as the human imagination will permit."[13]

Colleges and universities are especially concerned about scientific fraud. The Office of Research Integrity, in the U.S. Department of Health and Human Services, proposed rules to curtail this fraud. The rules required universities receiving federal funding for research to set up programs to prevent research misconduct and to provide due-process protections to whistleblowers who accuse co-workers of research-related misconduct.[14] College officials objected to the rules as overly prescriptive, and the proposal was suspended.[15] Universities are now encouraged to institute voluntary training for faculty, students, and staff.

A 1986 amendment to the False Claims Act made it easier and even profitable for whistleblowers to pursue claims in cases where they alleged misuse of federal funds. The act allowed private citizens with evidence of potential fraud to initiate lawsuits on the government's behalf and to collect 15 to 30 percent of any damages awarded. But in 2000, the U.S. Supreme Court ruled that whistleblowers could not sue states or their agencies, including public colleges, under this act.[16] This ruling lessens the likelihood of frivolous or false claims, but it also reduces the incentive for public colleges and universities to ensure their personnel are not engaged in wrongdoing.

State Whistleblower Statutes. Statutes in at least 30 states protect whistleblowers.[17] These statutes differ as to who they define as protected employees, what conduct is prohibited, the procedures employees must follow to be protected, the specific actions that are protected, and the damages available. Statutes also vary on how certain an employee must be about the misconduct of an employer or co-worker before they are protected. Most statutes do not require absolute certainty, but the language ranges from the need for "reasonable belief" to an indication that the accusation was made in "good faith." But some states may award legal fees to employers if it is established that the employee's claims were without basis in law or fact.[18]

Institutional Policies. Colleges and universities have an interest in handling accusations of wrongdoing before they are made public. Institutional policies that protect whistleblowers against retaliation are intended to encourage employees to report their concerns internally and to ensure protection from the actions of supervisors or others who may be involved in the alleged misconduct.[19] Such policies also signal the academic community that the institution takes seriously the obligation to ensure that workplace conduct is respectful, ethical, and law-abiding.

Institutional policies may include sanctions for knowingly making a false claim, including a fine to cover the costs of an investigation, reprimand, suspension, demotion, or dismissal.[20] But the institution should protect the whistleblower from retaliation whether or not the claim is determined to have merit. For example, the U.S. Sixth Circuit Court of Appeals determined in January 2000 that retaliatory harassment by a supervisor of an employee who has complained of other harassment—such as race, sex, and handicap—is actionable under Title VII, even if the underlying harassment is not actionable.[21]

PROTECTION FOR EXERCISING BARGAINED RIGHTS

Collective bargaining agreements provide a key protection for support professionals who speak out. The percentage of higher education support professionals with union representation varies by occupational group. In 1995, 14.8 percent of professional technical employees, 37.2 percent of clerical employees, and 42.8 percent of blue-collar workers were unionized.[22] But education support professional (ESP) contracts are a barometer to judge the extent and the nature of attention paid to any issue relevant to all workers in these categories.

NEA's 2002 Higher Education Contract Analysis System (HECAS) includes 229 support professional contracts.[23] A keyword analysis of these contracts revealed no direct references to "whistleblowing," but 80 (35 percent) contracts contained references to protection from reprisal or retaliation. Of these 80 contracts, 79 covered public institutions; 67 (84 percent) covered two-year colleges, and 13 (16 percent) covered four-year institutions. Nine different national bargaining agents were represented, but two agents represented nearly 60 percent of the contracts: the National Education Association (NEA) with 32 contracts (40 percent), and the American Federation of Teachers (AFT) with 15 contracts (19 percent). Independent unions bargained another 10 contracts (13 percent). More than half of the 80 contracts came from four states: California—26 (33 percent), Illinois—11 (14 percent), New Jersey—10 (13 percent), and New York—10 (13 percent).

Reprisal clauses referred most often to protection against retaliation for union activity—exercising contracted bargaining unit rights—and to protection against reprisal for filing or participating in a grievance. Some contracts also protected employees from reprisal when participating in a discrimination complaint, reporting a health or safety concern, or exercising rights in the event of removal or other disciplinary action. Here are examples of protective language for each eventuality.

Exercising Contracted Bargaining Unit Rights. Of the 80 contracts that addressed protection from reprisal and retaliation, 18 contracts (23 percent) provided broad coverage to support professionals for membership and non-membership in the union and more specifically, for exercising any and all contractual rights. Three examples show the breadth of this language.

> No Discrimination on Account of Associate Activity: Neither the District nor the Association shall impose or threaten to impose reprisals on employees, to discriminate or threaten to discriminate against employees because of their exercise of rights guaranteed by law. (Article 11 Non-Discrimination, San Joaquin Delta Community College District, #CA095)

> Employees may join and take an active role in the lawful activities of the Union without fear of any kind of reprisals from the County or its agents. (Article VI Rights of Employees, Ulster County Community College, #NY121)

> The Employer/University Administration and the Union agree that there shall be no discrimination or reprisals of any kind, subtle or overt, against any bargaining unit member because of his/her membership or non-membership in the Union or participation or non-participation in Union activities. (Article 2 Union Rights, University of Massachusetts, #MA010)

The protection provided in these examples encompasses all activities related to union membership and non-membership and the exercise of rights included in the bargaining unit contract. Unionized support professionals assert that their rights have been denied primarily via the grievance procedure outlined in virtually all contracts.

Filing or Participating in a Grievance. Of the 80 contracts, 53 (66 percent) protected support professionals who filed a grievance or participated in a grievance procedure. This statement of purpose provides an elegant guarantee against reprisal:

> Whereas, the establishment and maintenance of a harmonious and cooperative relationship between the College and the employees is essential to the operation of the College, it is the purpose of this procedure to secure, at the lowest possible administrative level, equitable solutions to the alleged grievances of employees through procedures under which they may present grievances free from coercion, interference, restraint, discrimination or reprisal, and by which the College and the employees are afforded adequate opportunity to dispose of their differences without the necessity of time-consuming and costly proceedings before administrative agencies or in the courts. (Article 4 Grievance Procedure, 4.1 Statement of Purpose, Niagara County Community College, #NY078)

The following clauses clearly state that the language covers all the players.

> No reprisals of any kind will be taken by the Board, the President of the College, the Association, or by any members or representative of the Administration of the College, against any aggrieved person, any member of the Association, or any other participant in the grievance procedure by reason of such participation. (Article 13, Mt. San Antonio Community College District, #CA134)

> No reprisals shall be taken by either the grievant, Association, or the University against any participant in the grievance procedure by reason of such participation. (Article E Right and Responsibilities of the Grievant, University and Association, University of Maine System, #ME115)

> No reprisals shall be taken against any unit member for initiating or participating in any grievance. No member of the unit shall be discharged, disciplined, reprimanded or reduced in rank or compensation, or deprived of any professional advantage or given an adverse evaluation of his/her professional services without just cause. Any such action asserted by the Board or any agent or representative thereof, shall be subject to the grievance procedure herein set forth. (Article 9.6 Cumberland County College, #NJ147)

> No reprisals of any kind shall be taken by the Board or the Union against an employee because of his participation in this grievance procedure. The Union shall not participate in reprisals of any kind against administrators or supervisors for any testimony or decisions given because of their participation in this grievance procedure. (Article VI Grievance Procedure, Section 6.8, Black Hawk College, #IL093)

These provisions protect employees who file grievances without regard to the substance of the grievance as long as it relates to working conditions covered by the contract. Some contracts include language that protects employees in specific situations, but these provisions occurred in only one or two contracts each.

Filing or Participating in a Discrimination Complaint. Many contracts have a nondiscrimination section, but the following language protects employees specifically for speaking out about discrimination they have witnessed.

> Luzerne County Community College does not discriminate with regard to race, color, sex, sexual preference, disability, age, veteran status, national origin, religion, or political affiliation in the administration of its educational programs, activities, admission or employment practices. Any acts of reprisal, retaliation or harassment taken against an individual because he/she has filed a discrimination complaint, testified about matters related to a complaint, or otherwise assisted a complaint inquiry are forbidden and may result in severe disciplinary action. (Luzerne County Community College, #PA118)

Reporting a Health or Safety Concern. The following contract language provides broad protection to employees who pursue health or safety concerns.

> Employees and the Association may exercise all of their legal rights to secure a safe and healthful workplace without reprisals of any kind. (Article X Employee Health and Safety, Section 10.1 Non-Discrimination, Oakton Community College, #IL200)

Similarly, after detailing procedures for reporting any unsafe working conditions or practices, the following contract protects employees who pursue their concerns with an outside agency.

> Nothing in this Article shall prevent an employee from submitting a complaint to the Accident Prevention Division of the Oregon Workers' Compensation Department or from exercising any other rights granted under Federal or State laws relating to safety without fear of reprisal or recrimination; but when any complaint or investigation request is filed with any governmental authority it shall terminate any grievance filed alleging a violation of this Article by the same employee since the parties do not wish to duplicate investigations and create possibly conflicting determinations. (Article 9 Health and Safety, 9.7, Portland Community College District, #OR085)

The Roger Williams University contract provides another example of protection related to health and safety. After asserting that the university shall provide and maintain safe working conditions relating to employee health, welfare, and safety, the contract states that if the employee is assigned to another area due to these conditions:

> The employee shall not suffer reprisals nor shall it be the responsibility for the employee to complete primary work assignments due to said conditions. (Article VII Conditions of Employment, b., Roger Williams University, #RI044)

Rights Regarding Removal or Discipline. Two contracts address the discharge of an employee or disciplinary action taken against an employee. These contracts detail the rights of employees in these cases and protect employees who exercise those rights:

> An employee shall not be coerced or intimidated or suffer any reprisals either directly or indirectly that may adversely affect his hours, wages, or working conditions as the result of the exercise of his rights under this article. (Article 7 Removal and Other Disciplinary Actions, Broome Community College, #NY105)

> An employee shall not be coerced, intimidated, or caused to suffer any reprisals, either directly or indirectly as the result of the exercise of the employee's rights under this Article. (Article 10 Permanent Status/Discipline and Discharge Action, Genesee Community College, #NY126)

Rights Regarding Transfer, Reassignment, or Reclassification. Employee protections may differ depending on whether or not the transfer is voluntary.

> A voluntary transfer or voluntary reassignment is defined as a transfer or reassignment which has been requested by the employee. There shall be no reprisal against voluntary transfer or voluntary reassignment procedures. (Article 14 Procedure for Voluntary Transfer or Voluntary Reassignment—Other than Temporary, B. 1 & 2, Los Angeles Community College, #CA136)

> Filling Vacancy in Temporary Positions with a Bargaining Unit Employee: Offer the temporary position to any bargaining employee selected by the Employer at its sole discretion. The employee may refuse the temporary position and the Employer agrees not to impose any reprisals should the employee refuse the position. (Article 10.2 Filling Vacancies in Temporary Positions, B., Southwestern Oregon Community College, #OR092)

This contract protects employees seeking a reclassification of their position.

> No Employee shall suffer any retaliation as a result of the filing of a classification appeal. (Article XVI Classification Review, Section C., Flathead Valley Community College, #MT029)

Right to Disclose Information. Most contractual language aims to protect employees from reprisal for claiming their rights under the contract. One contract protected employees who speak out about legal violations, mismanagement, or abuse:

> The Employer shall not take reprisal against an employee for disclosure of information by that employee to a member of the General Assembly, the Legislative Service Bureau, the Legislative Fiscal Bureau or the respective caucus staff of the General Assembly, or for disclosure of information which the employee reasonably believes is evidence of a violation of law or rule, mismanagement, a gross abuse of funds, an abuse of authority, or a substantial and specific danger to public health or safety. (Article 10 No Reprisal, University of Northern Iowa, #IA052)

THE CLIMATE FOR SPEAKING OUT

There are numerous protections for employees who express concerns about conduct they witnessed or experienced that they believe is wrong. Depending on the wrongdoing, protections for workers who speak out exist in federal and state law, institutional policy, and bargaining unit contracts. But the confidence felt by an employee in these protections depends on the climate of the campus and of the work unit.

A recent survey of support professionals at one university elicited these comments on the climate for speaking out:[24]

> We have been subjected to what I feel is a hostile work environment. This feeling seems to be felt by my peers, but everyone fears retaliation if we speak out.
>
> We need a way to evaluate our supervisors, or have open discussions without reprisal.
>
> I personally feel that if there is a problem, you had better find a way to get out of the department, keep it to yourself, except of course to your spouse or close co-worker for personal protection.
>
> Thank you for accepting my opinion in this forum, because I cannot share my true opinion in my department without fear of retaliation.
>
> We need an impartial body to mediate disputes between staff and supervisors. There's nowhere to go where you won't be heard by your boss.
>
> Whistleblowers don't often get past their departments or colleges because heads and deans don't want to be bothered, so the employee must seek another position.

Support professionals on this campus felt reluctant to speak out. These workers were not necessarily commenting on violations of law or policy, but they felt vulnerable in their positions, particularly relative to their supervisors. Insecure or poorly trained supervisors may construe even well-intended, constructive suggestions as personal attacks. Support staff may fear to speak out because of possible ramifications. No codified protection will matter if individuals mistrust the ability of the system to protect them.

Support professionals may be unwilling to risk other demoralizing actions, even if they do not fear dismissal. Paperwork is delayed, requests go to the bottom of the pile, and communication is stilted. These actions—often covert and difficult to identify and prevent—can destroy employee morale and an easygoing give-and-take workplace atmosphere.

CULTIVATING A CLIMATE THAT SUPPORTS SPEAKING OUT

Protections against retribution are vital, but ensuring a respectful, safe, and ethical workplace requires a climate that welcomes all employee suggestions and criticisms. The climate should also nurture quality supervisors who are secure in their skills and in their ability to enhance the performance of the unit. Campus administrators can employ several strategies to ensure a welcoming climate—*assuming they wish to instill such a climate.*[25] How much whistleblowing is too much from the point of view of those who have to respond? Some whistleblowers may be heroes, but others may be petty whiners or constant complainers. Here's how to create a climate that encourages and supports the former, and dissuades the latter.

Selection, Training and Accountability of Supervisors. The quality of supervision is a source of tension for many support professionals. Supervisors are often selected and promoted for their technical or functional expertise while their ability to manage other workers goes unassessed. Expertise may be necessary, but it does not guarantee the successful monitoring, motivating, and evaluating of workers in their charge. On-the-job training of supervisors is important, but initial selection criteria should include personal dispositions that may be impossible to cultivate, such as interpersonal skills, communication skills, respect for differences, and concern for the welfare of others.

All new supervisors should receive training when hired or promoted, and enhanced training throughout their tenure. Supervisors must know institutional policies regarding whistleblowing, health and safety, performance evaluation, salary administration, promotion, transfer, and reclassification. Managers must also understand their responsibility to prevent retaliation, harassment, and discrimination and to promote a safe, ethical, and respectful workplace. Last, supervisors must realize that creating a climate where employees freely express their concerns will increase morale and result in a higher standard of performance and productivity.

Managers must be accountable for the quality of their supervision. The boss's perspective on supervisor performance and productivity is not enough. Subordinates also deserve an opportunity to evaluate their supervisors. Bosses should share systematically elicited confidential and constructive feedback from subordinates with supervisors to promote professional development. Bosses should mandate manager training to upgrade their supervisory skills, if suggested by the outcomes of these evaluations. Supervisors who continue to create a hostile work environment, to abuse or retaliate against employees, or to neglect policies or employee protections should be relieved of their supervisory responsibilities.

Alternative Avenues. Institutions may also create a climate of openness by providing alternatives for voicing complaints without fear of retaliation. Employees are entitled to safe, confidential assistance when problems cannot be resolved within their unit. Informal consultation may eliminate the need for formal and confrontational approaches and may lessen the likelihood of reprisal.

Alternatives may include ombudsmen or other campus resources designed to resolve conflicts or disputes. Senior administrators and union representatives must carefully delineate the role of these alternatives. The power differential between support staff and their supervisors is substantial. Requiring the support staff member to confront the situation or a supervisor directly may not be perceived as a safe alternative. The process should include a conscientious effort to examine and investigate the validity of complaints, determine solutions, if needed, and communicate the outcome to the employee. Colleges should widely promote and facilitate access to alternative resources available to support staff.

Attention to the Quality of Work Life. Trust, mutual respect, and a "we are all in this together" ethos characterize a supportive climate. Contract language that builds constructive working relationships *and* provides legal protections for employees can help to build such a climate. Campus-based professional associations can also promote dialogue between support professionals and senior administrators and faculty. Senior administrators and faculty are often surprised to learn that support staff believe their efforts go unappreciated and unrecognized. Honoring the contributions of all employees builds a climate of safety and respect. A college president can establish an ethos of civility and respect by example and by expecting all administrators with supervisory responsibilities to model those values.[26]

CONCLUSION

Support professionals may fear to speak out for many reasons; no degree of protection will reduce a feeling of vulnerability for some colleagues. But colleges must enable employees to act in the best interests of the organization, and should view whistleblowing as a service. Colleges and universities with sound internal policies and an open climate will be better able to respond to complaints and concerns before they become public and/or incur legal ramifications. Support professionals—providers of vital services to our academic enterprise—deserve protection when acting in good faith to safeguard the institution.

NOTES

[1] The National Center for Education Statistics provides data on eight classes of employees: 1. Executive/administrative/managerial; 2. Faculty (instruction and research); 3. Instructional and research assistants; 4. Technical and paraprofessional; 5. Other professionals (support/service); 6. Clerical and secretarial; 7. Skilled crafts; 8. Service/maintenance. This analysis excludes executives, faculty, and instructional and research assistants, and focuses on the five groups of education support professionals. The data source is the 1997 Staff Survey, part of the Integrated Postsecondary Education Data System (IPEDS), an annual survey conducted by the National Center for Education Statistics, U.S. Department of Education.

[2] Black's Law Dictionary 1596 (6th ed. 1990) as cited in Burling & Matthews, 1992.

[3] The breakdown for the remaining 40 percent of employees: Faculty–35 percent, executive-administrative-managerial staff–five percent.

[4] Rhoades and Maitland, 1998.

[5] Johnsrud, 2000.

[6] The following discussion provides information; it is not intended to provide legal advice or counsel.

[7] Helwick and McClain, 2002.

[8] Burling and Matthews, 1992.

[9] Burling and Matthews, 1992, list 24 statutes that include protections for employees who report suspected violations by their employers: Age Discrimination in Employment Act, 29; Civil Rights Act of 1871, 42; Civil Rights Act of 1964, Title VII, 42; Civil Service Reform Act, 5; Clean Air Act, 42; Employer Retirement Income Security Act, 29; Energy Reorganization Act, 42; Fair Labor Standards Act, 29; False Claims Act, 31; Federal Mine Health and Safety Act, 30; Job Training and Partnership Act, 29; Longshoreman's and Harbor Worker's Compensation Act, 33; Migrant and Seasonal Agricultural Workers Protection Act, 29; National Labor Relations Act, 42; Occupational Safety and Health Act, 29; Safe Containers for International Cargo Act, 46; Safe Drinking Water Act, 42; Solid Waste Disposal Act, 42; Superfund, 42; Surface Mining Control and Reclamation Act, 29; Surface Transportation Act, 49; Toxic Substance Control Act, 15; U.S. Constitution, Amendments 1 & 14; Water Pollution Control Act, 33.

[10] Burling and Matthews, 1992, 4.

[11] Ibid,. 3-4.

[12] Olson & Associates, February 2000.

[13] Ibid.,1.

[14] Brainard, 2000.

[15] Brainard, 2002.

[16] Hebel, 2000.

[17] States with statutes protecting public and private sector employees: California, Connecticut, Maine, Minnesota, Montana, New Jersey, and New York. States with statutes protecting public sector employees from discharge for reporting their employer's unlawful conduct: Arizona, Colorado, Delaware, Florida, Illinois, Indiana, Iowa, Kansas, Kentucky, Maryland, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Washington, and Wisconsin (Burling & Matthews, 1992, 7).

[18] Ibid., 14.

[19] Helwick and McClain, 2002.

[20] Ibid., B13.

[21] Bodman, Longley and Dahling, 2000.

[22] Hurd, 1995.

[23] NEA's HECAS database includes over 600 faculty and staff contracts for two-year and four-year campuses. The 229 contracts for support staff cover 165 different colleges; several institutions have contracts with more than one ESP unit. The database includes contracts negotiated by bargaining agents of 21 national unions.

[24] Johnsrud, et al. (2002). The Millennium Project Phase II: Classified Staff and Appointed Personnel. Volume I: Summary Report. Volume II: Appendices. The University of Arizona: Office of the President.

[25] Helwick and McClain.

[26] Johnsrud, et al. (2002).

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2001–2002 Faculty Salary Report

The 2001–02 institutional faculty salary report provides salary and compensation information for the 3,276 institutions in NEA's faculty salary universe. The data are organized by state, institutional type, and control. The data are provided by the U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System's Preliminary Salary Data for 2001–02.

The detailed data reported are for faculty on 9/10 month contracts only (barring the percent of faculty on 11/12 month contracts column). A national summary of faculty on 11/12 month contracts follows. Changes in average faculty salaries are reported only for institutions responding to the NCES Salary Surveys in both 1999–2000 and 2001–02. All dollar amounts are reported in thousands of dollars.

Definitions for the institutional report column headings are as follows:

PROF ($):	Average salary for professors on 9/10 month contracts, in thousands of dollars.
ASSC ($):	Average salary for associate professors on 9/10 month contracts, in thousands of dollars.
ASST ($):	Average salary for assistant professors on 9/10 month contracts, in thousands of dollars.
INST/LECT ($):	Average salary for instructors and/or lecturers on 9/10 month contracts, in thousands of dollars.
NO RANK ($):	Average salary for faculty on 9/10 month contracts with no rank, in thousands of dollars.
AVG ($):	Average salary for faculty on 9/10 month contracts, in thousands of dollars.
% CHG (%):	Percent change in average faculty salary from 1999–00 to 2001–02.
# OF FAC (#):	Number of full-time faculty on 9/10 month contracts.

% FEM (%):	Percent of faculty on 9/10 month contracts that are female.
% TNRD (%):	Percent of faculty on 9/10 month contracts that are tenured.
% 11/12 (%):	Percent of all faculty in the institution that are on 11/12 month contracts.
AVG BENE ($):	Average benefits for faculty on 9/10 month contracts, in thousands of dollars.

The following notes are used throughout the report:

(1) Based on data as reported by the institution.

(2) Nonresponding institution, data are not imputed.

(3) Nonresponding institution, data are imputed based on previous year.

+ Data suppressed for confidentiality purposes.

* Due to suppression of data in one or more ranks for confidentiality purposes, the institution's average salary has been computed from the averages shown in the ranks of this report.

Average Salary, Benefits and Number of Faculty, Faculty on 11/12 Month Contracts by Institutional Type and Control 2001–02

	Control		
Offering Level	**Public**	**Independent**	**Average, all faculty**
AA			
Average salary	$51,889	$44,803	$51,475
Number of faculty	13,207	845	14,052
Average benefits	$11,803	$9,360	$11,657
BA			
Average salary	$67,604	$46,979	$49,116
Number of faculty	450	3,262	3,712
Average benefits	$13,297	$13,621	$13,582
BA+			
Average salary	$69,800	$51,323	$57,054
Number of faculty	3,392	7,079	10,471
Average benefits	$15,741	$12,157	$13,315
Doctoral			
Average salary	$85,139	$78,505	$83,225
Number of faculty	31,306	13,046	44,352
Average benefits	$18,029	$17,578	$15,805

Source: NCES, IPEDS Preliminary Faculty Salary Data, 2001–02.

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
ALABAMA												
Public												
AA												
Alabama Southern Community College (1)	—	—	—	—	44.5	44.5	4.4	33	55	—	—	11.2
Bessemer State Technical College (1)	—	—	—	—	40.3	40.3	-7.7	43	47	—	4	10.7
Bevill State Community College (1)	—	—	—	—	42.3	42.3	0.6	96	44	—	—	10.9
Bevill State Community College-Walker College Camp (2)	—	—	—	—	—	—	—	—	—	—	—	—
Bishop State Community College (1)	—	—	—	—	42.3	42.3	3.6	104	54	—	1	10.9
Central Alabama Community College (1)	—	—	—	—	40.5	40.5	-5.0	47	43	—	2	10.3
Chattahoochee Valley Community College (1)	—	—	—	—	43.6	43.6	-1.1	27	70	—	—	11.1
Chauncey Sparks State Technical College (2)	—	—	—	—	—	—	—	—	—	—	—	—
Douglas MacArthur State Technical College (1)	—	—	—	—	58.4	58.4	—	26	62	—	—	13.3
Enterprise State Junior College (1)	—	—	—	—	43.7	43.7	-1.2	37	57	—	—	11.2
Gadsden State Community College (1)	—	—	—	—	44.2	44.2	1.3	127	58	—	—	11.7
George C Wallace Community College-Dothan (1)	—	—	—	—	43.0	43.0	-1.7	125	44	—	2	11.0
George C Wallace State Community Coll-Hanceville (1)	—	—	—	—	41.2	41.2	4.3	119	59	—	—	10.8
George C Wallace State Community College-Selma (1)	—	—	—	—	43.2	43.2	-0.0	50	50	—	—	11.5
Harry M Ayers State Technical College (1)	—	—	—	—	41.1	41.1	1.8	20	55	—	26	11.0
J F Drake State Technical College (1)	—	—	—	—	43.9	43.9	—	18	50	—	—	11.2
J F Ingram State Technical College (1)	—	—	—	—	36.5	36.5	—	8	38	—	84	10.1
James H Faulkner State Community College (1)	—	—	—	—	41.5	41.5	1.0	43	51	—	19	10.9
Jefferson Davis Community College (1)	—	—	—	—	42.3	42.3	6.4	37	49	—	14	11.1
Jefferson State Community College (1)	—	—	—	—	42.6	42.6	-2.1	98	62	—	1	11.0
John C Calhoun State Community College (1)	—	—	—	—	45.3	45.3	2.4	133	53	—	—	11.4
John M Patterson State Technical College (1)	—	—	—	—	46.3	46.3	—	33	30	—	—	—
Lawson State Community College (1)	—	—	—	—	45.6	45.6	2.9	49	59	—	—	11.4
Lurleen B Wallace Junior College (1)	—	—	—	—	44.7	44.7	6.6	19	53	—	—	11.3
Northeast Alabama Community College (1)	—	—	—	—	46.8	46.8	9.3	25	48	—	17	11.5
Northwest Shoals Community College-Muscle Shoals (1)	—	—	—	—	43.9	43.9	3.8	72	46	—	3	12.9
Reid State Technical College (1)	—	—	—	—	+	+	—	3	33	—	88	10.0
Shelton State Community College (1)	—	—	—	—	43.5	43.5	-2.1	64	58	—	10	11.4
Shelton State Community College-C A Fredd Campus (1)	—	—	—	—	46.7	*46.7	—	5	20	—	17	—
Snead State Community College (1)	—	—	—	—	41.5	41.5	4.2	20	60	—	23	—
Southern Union State Community College (1)	—	—	—	—	42.3	42.3	3.7	72	63	—	—	11.1
Trenholm State Technical College (1)	—	—	—	—	49.6	49.6	—	33	67	—	—	—
BA												
Athens State University (1)	78.8	66.7	58.7	—	—	66.3	26.6	65	46	—	3	13.6
BA+												
Alabama State University (1)	58.8	49.9	41.7	35.1	—	45.3	4.8	202	52	—	7	9.4
Jacksonville State University (1)	60.2	50.7	42.8	38.1	+	*46.2	—	214	49	—	19	12.7
Troy State University Dothan (1)	57.9	49.2	45.5	—	—	*51.1	15.0	44	34	—	15	9.0
Troy State University-Main Campus (1)	56.1	50.0	42.3	32.8	—	*45.2	—	71	51	—	73	8.8
Troy State University-Montgomery (1)	—	56.6	+	—	—	*56.6	—	8	38	—	75	—
Troy State University-Phenix City (2)	—	—	—	—	—	—	—	—	—	—	—	—
University of Montevallo (1)	56.2	48.1	38.3	30.4	—	44.9	3.3	126	45	—	—	7.3
University of North Alabama (1)	58.1	50.9	44.0	37.7	—	48.5	1.3	182	43	—	7	10.8
University of South Alabama-Baldwin (2)	—	—	—	—	—	—	—	—	—	—	—	—
University of West Alabama (1)	51.3	44.8	37.6	24.8	—	*42.5	—	85	41	—	—	10.5

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
DOCTORAL												
Alabama A & M University (1)	57.5	51.2	41.3	31.2	36.3	43.9	1.1	276	34	—	9	6.5
Auburn University Main Campus (1)	76.3	56.3	46.6	31.6	—	58.0	7.0	726	28	—	35	11.8
Auburn University-Montgomery (1)	62.0	50.2	43.7	33.2	—	48.8	3.7	156	44	—	13	10.1
University of Alabama (1)	77.3	58.0	47.0	33.0	—	59.3	3.9	748	31	—	4	13.7
University of Alabama at Birmingham (1)	72.5	53.1	49.3	32.9	—	* 55.0	7.3	336	32	—	20	16.7
University of Alabama in Huntsville (1)	71.8	53.4	49.6	34.3	—	* 54.7	—	229	37	—	17	13.7
University of South Alabama (1)	69.2	53.2	45.7	34.9	—	52.0	3.6	289	32	—	33	11.5
Private												
AA												
Faulkner University (2)	—	—	—	—	—	—	—	—	—	—	—	—
Faulkner University-Birmingham (2)	—	—	—	—	—	—	—	—	—	—	—	—
Faulkner University-Mobile (2)	—	—	—	—	—	—	—	—	—	—	—	—
Marion Military Institute (1)	—	—	—	28.2	—	28.2	4.9	21	33	—	—	—
Southern Community College (3)	—	—	—	—	—	—	—	—	—	—	—	—
BA												
Concordia College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Huntingdon College (1)	47.8	44.9	38.1	—	—	* 43.4	—	42	31	—	—	11.8
Judson College (1)	50.1	41.4	36.2	27.6	—	* 39.6	—	28	39	—	—	6.8
Miles College (1)	—	30.2	29.3	25.1	—	* 26.3	4.8	52	38	—	21	5.1
Oakwood College (1)	43.9	39.8	36.4	—	—	* 38.2	9.4	79	56	—	21	4.0
Southeastern Bible College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Stillman College (1)	45.0	35.8	35.5	18.1	+	* 36.8	—	62	40	—	3	0.3
Talladega College (1)	35.8	33.0	32.4	—	—	* 33.7	—	34	38	—	15	—
BA+												
Birmingham Southern College (1)	69.7	53.9	45.5	—	—	* 58.2	6.6	99	37	—	—	16.3
Faulkner University (1)	53.1	44.4	34.2	—	—	* 39.6	3.9	31	52	—	43	5.3
Heritage Christian University (1)	—	—	—	—	—	—	—	—	—	—	100	—
Spring Hill College (1)	56.6	48.1	39.5	36.2	—	46.8	9.4	63	43	—	7	10.6
University of Mobile (1)	42.2	35.8	32.6	27.1	—	* 36.3	—	79	53	—	9	10.6
DOCTORAL												
Samford University (1)	74.1	54.2	43.8	33.5	—	58.3	6.6	207	41	—	19	13.6
Southern Christian University (1)	—	—	—	—	—	—	—	—	—	—	100	—
Tuskegee University (1)	58.5	50.7	44.9	36.5	—	48.9	13.8	226	36	—	4	10.0
United States Sports Academy (1)	—	—	—	—	—	—	—	—	—	—	100	—
ALASKA												
Public												
AA												
Prince William Sound Community College (1)	72.3	+	+	—	—	* 72.3	5.3	6	83	—	—	18.6
BA+												
University of Alaska Anchorage (1)	66.5	53.5	47.0	37.9	—	53.0	0.0	380	43	—	2	14.9
University of Alaska Southeast (1)	66.9	50.2	43.3	—	+	* 47.8	—	85	45	—	—	13.1
DOCTORAL												
University of Alaska Fairbanks (1)	70.6	54.7	46.1	40.4	+	* 53.9	—	297	35	—	—	15.0
Private												
BA												
Sheldon Jackson College (1)	+	+	34.8	32.8	—	* 34.1	14.7	15	40	—	—	7.4

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
BA+												
Alaska Pacific University (1)	60.3	49.9	41.7	36.3	—	* 46.5	6.7	32	44	—	9	10.0
ARIZONA												
Public												
AA												
Arizona Western College (1)	—	—	—	—	40.1	40.1	6.2	104	46	—	—	9.0
Central Arizona College (1)	—	—	—	—	42.1	42.1	-9.5	82	48	—	14	9.2
Chandler/Gilbert Community College (1)	—	—	—	—	61.5	61.5	3.0	76	55	—	—	11.4
Cochise College (1)	—	—	—	—	42.8	42.8	4.5	95	43	—	12	8.0
Coconino County Community College (1)	—	—	—	44.2	—	44.2	-2.0	28	50	—	—	5.6
Din-E College (1)	—	—	—	31.2	—	31.2	-0.8	49	37	—	—	—
Eastern Arizona College (1)	—	—	—	44.5	—	44.5	5.9	79	34	—	—	14.7
Estrella Mountain Community College (1)	—	—	—	—	59.4	59.4	6.2	48	54	—	—	11.2
Gateway Community College (1)	—	—	—	—	64.3	64.3	3.0	78	64	—	—	11.7
Glendale Community College (1)	—	—	—	—	63.1	63.1	-0.7	261	50	—	—	11.6
Mesa Community College (1)	—	—	—	—	60.9	60.9	-3.7	308	54	—	—	11.4
Mohave Community College (1)	—	—	—	40.3	—	40.3	-2.0	61	44	—	—	7.7
Northland Pioneer College (1)	—	—	—	—	40.6	40.6	9.0	50	40	—	15	7.6
Paradise Valley Community College (1)	—	—	—	—	63.3	63.3	2.4	82	48	—	—	11.6
Phoenix College (1)	—	—	—	—	65.9	65.9	5.0	169	59	—	—	11.9
Pima Community College (1)	—	—	—	—	48.4	48.4	-2.5	283	53	—	—	7.9
Rio Salado Community College (1)	—	—	—	—	62.2	62.2	-0.4	20	45	—	—	11.5
Scottsdale Community College (1)	—	—	—	—	64.4	64.4	4.0	152	48	—	—	11.8
South Mountain Community College (1)	—	—	—	—	63.9	63.9	3.6	53	57	—	—	11.7
Yavapai College (1)	—	—	—	43.1	—	43.1	3.6	94	43	—	—	7.4
BA+												
Arizona State University East (1)	82.4	65.6	52.8	40.7	—	63.3	1.8	69	28	—	8	13.4
Arizona State University-West (1)	82.8	62.8	49.9	47.0	—	* 60.6	8.3	173	46	—	—	11.9
DOCTORAL												
Arizona State University-Main Campus (1)	87.9	62.9	54.6	39.3	35.0	67.8	6.3	1,467	34	—	6	14.3
Northern Arizona University (1)	68.3	53.1	42.9	33.9	—	52.2	4.3	672	42	—	5	15.0
University of Arizona (1)	88.5	62.5	54.1	51.4	—	72.2	6.4	1,163	30	—	16	15.2
Private												
AA												
Arizona Institute of Business and Technology (2)	—	—	—	—	—	—	—	—	—	—	—	—
Arizona Institute of Business and Technology (1)	—	—	—	—	—	—	—	—	—	—	100	—
Arizona Institute of Business and Technology (2)	—	—	—	—	—	—	—	—	—	—	—	—
BA												
Southwestern Conservative Baptist Bible College (1)	—	—	—	—	—	—	—	—	—	—	100	—
BA+												
American Graduate School of International Mgt (1)	91.3	79.8	65.6	—	—	* 79.8	15.4	63	35	—	3	15.7
Grand Canyon University (1)	42.6	37.7	32.8	12.3	20.4	* 34.4	—	77	51	—	17	—
Midwestern University (1)	—	—	—	—	—	—	—	—	—	—	100	—
Ottawa University-Phoenix (1)	—	—	—	—	—	—	—	—	—	—	100	—
Prescott College (1)	—	—	—	—	—	+	-59	3	67	—	96	1.2
DOCTORAL												
Fuller Theological Seminary Southwest (2)	—	—	—	—	—	—	—	—	—	—	—	—

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
ARKANSAS												
Public												
AA												
Arkansas State University-Beebe Branch (1)	+	36.5	34.8	31.9	—	*34.4	—	54	39	—	13	11.3
Arkansas State University-Mountain Home (1)	+	—	39.3	32.8	—	*34.1	2.5	37	49	—	—	5.8
Arkansas State University-Newport (1)	—	—	35.5	28.6	—	*32.4	—	22	77	—	41	—
Black River Technical College (1)	—	—	—	—	33.4	33.4	-1.3	45	56	—	8	10.7
Delta Technical Institute (3)	—	—	—	—	—	34.5	—	29	—	—	—	—
East Arkansas Community College (1)	—	—	—	—	38.7	38.7	2.0	32	66	—	14	11.1
Garland County Community College (1)	—	—	—	40.7	—	40.7	5.5	55	71	—	14	11.3
Mid-South Community College (1)	—	—	—	40.5	—	*40.5	—	4	75	—	83	—
Mississippi County Community College (1)	—	—	—	—	38.9	38.9	1.7	47	57	—	—	11.9
North Arkansas College (1)	—	—	—	—	40.9	40.9	4.2	55	49	—	14	13.9
Northwest Arkansas Community College (1)	—	—	—	38.0	—	38.0	9.1	76	53	—	10	12.8
Ouachita Technical College (1)	—	—	—	—	36.5	36.5	7.2	28	54	—	13	10.4
Ozarka College (1)	—	—	—	33.1	—	33.1	8.5	22	59	—	—	13.6
Phillips Community College of the University of Ark (1)	—	—	—	35.4	—	35.4	3.7	59	68	—	20	11.8
Pulaski Technical College (1)	—	—	—	38.0	—	38.0	8.2	74	49	—	10	12.1
Rich Mountain Community College (1)	—	—	—	—	42.8	42.8	8.5	18	44	—	10	14.9
South Arkansas Community College (1)	—	—	—	—	40.5	40.5	1.1	37	57	—	31	12.4
Southeast Arkansas College (1)	—	—	—	36.5	—	36.5	2.0	44	57	—	4	10.6
Southern Arkansas University Tech (1)	—	—	—	—	37.3	37.3	-7.5	25	44	—	22	—
University of Arkansas Community Coll-Batesville (1)	—	—	—	33.7	—	33.7	1.6	25	60	—	34	8.8
University of Arkansas Community College-Cossatot (1)	—	—	—	31.5	—	31.5	1.3	30	57	—	—	10.2
University of Arkansas Community College-Hope (1)	—	—	—	—	33.4	33.4	6.3	34	35	—	6	10.6
University of Arkansas Community College-Morrilton (1)	—	—	—	34.5	—	34.5	11.9	44	64	—	—	10.0
BA												
Westark College (1)	—	—	—	—	37.4	37.4	3.2	94	47	—	34	11.2
BA+												
Arkansas Tech University (1)	58.0	50.9	41.1	31.1	—	44.8	8.2	187	40	—	11	10.7
Henderson State University (1)	53.6	49.6	40.1	36.5	—	46.7	2.2	159	35	—	4	12.0
Southern Arkansas University Main Campus (1)	58.8	48.1	41.4	34.0	—	46.0	5.0	108	40	—	18	12.7
University of Arkansas at Monticello (1)	53.5	46.1	40.2	32.3	—	42.4	7.5	91	40	—	20	10.7
University of Arkansas at Pine Bluff (1)	51.8	47.1	40.9	33.2	—	40.8	4.3	115	46	—	33	9.9
DOCTORAL												
Arkansas State University-Main Campus (1)	63.8	54.5	43.0	34.1	—	47.1	2.0	379	43	—	12	11.8
University of Arkansas at Little Rock (1)	66.9	55.0	47.9	32.8	40.4	*52.3	—	366	41	—	18	16.2
University of Arkansas for Medical Sciences (1)	—	—	—	—	—	—	—	—	—	—	100	—
University of Arkansas Main Campus (1)	80.3	60.9	53.3	33.3	—	60.3	7.8	526	35	—	34	13.3
University of Central Arkansas (1)	61.9	54.6	44.2	36.3	—	47.0	6.7	350	48	—	14	11.8
Private												
AA												
Crowleys Ridge College (1)	—	+	+	—	—	+	10.0	7	43	—	13	—
Shorter College (2)	—	—	—	—	—	—	—	—	—	—	—	—
BA												
Arkansas Baptist College (1)	+	+	—	—	—	+	-12	7	43	—	50	1.9
Central Baptist College (1)	36.9	31.8	+	—	—	*35.2	24.6	17	35	—	—	4.7
Lyon College (1)	57.1	47.6	40.4	—	—	*44.5	—	41	32	—	—	11.0

	Prof. ($)	Assc. ($)	Asst. ($)	Inst / Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Ouachita Baptist University (1)	50.3	48.0	42.8	38.2	—	* 48.3	—	109	28	—	—	13.3
Philander Smith College (1)	34.5	30.5	28.9	21.8	—	27.9	5.9	36	42	—	16	5.6
University of the Ozarks (1)	58.5	49.8	39.0	29.7	—	* 46.3	—	41	27	—	—	7.8
Williams Baptist College (1)	—	—	—	—	—	—	—	—	—	—	100	—
BA+												
Harding University (1)	54.7	47.5	40.0	32.4	—	* 47.2	—	193	28	—	—	12.0
Hendrix College (1)	63.0	53.7	44.1	—	—	* 54.6	—	79	35	—	—	17.0
John Brown University (1)	54.4	47.7	40.6	32.0	—	* 45.1	—	68	19	—	9	11.5
CALIFORNIA												
Public												
AA												
Allan Hancock College (1)	—	—	—	58.9	—	58.9	2.2	147	48	—	9	13.7
American River College (1)	—	—	—	56.4	—	56.4	-1.0	290	49	—	13	11.5
Antelope Valley College (1)	—	—	—	59.7	—	59.7	3.8	131	48	—	13	13.7
Bakersfield College (1)	—	—	—	61.5	—	61.5	16.9	215	53	—	12	14.5
Barstow College (1)	—	—	—	61.7	—	61.7	6.2	27	26	—	—	22.3
Butte College (1)	—	—	—	63.4	—	63.4	5.6	153	46	—	16	17.3
Cabrillo College (1)	—	—	—	60.2	—	60.2	-1.2	225	56	—	—	7.2
Canada College (1)	—	—	—	58.3	—	58.3	3.1	79	52	—	5	12.4
Cerritos College (1)	—	—	—	65.0	—	65.0	6.3	263	48	—	10	6.6
Cerro Coso Community College (1)	—	—	—	60.3	—	60.3	8.6	45	49	—	8	35.1
Chabot College (1)	—	—	—	67.0	—	67.0	11.9	183	45	—	—	14.8
Chaffey Community College (1)	—	—	—	65.8	—	65.8	4.3	181	57	—	8	13.6
Citrus College (1)	—	—	—	64.7	—	64.7	16.8	151	42	—	11	13.5
City College of San Francisco (1)	—	—	—	71.5	—	71.5	—	748	56	—	—	12.9
College of Alameda (1)	—	—	—	64.1	—	64.1	—	37	30	—	49	9.0
College of Marin (1)	—	—	—	65.4	—	65.4	2.4	129	49	—	—	13.2
College of San Mateo (1)	—	—	—	56.4	—	56.4	-14	201	46	—	1	12.3
College of the Canyons (1)	—	—	—	76.4	—	76.4	24.1	139	49	—	14	11.0
College of the Desert (1)	—	—	—	67.7	—	67.7	16.7	110	37	—	8	8.8
College of the Redwoods (1)	—	—	—	57.4	—	57.4	5.3	116	37	—	3	13.1
College of the Sequoias (1)	—	—	—	67.1	—	67.1	8.9	178	49	—	—	13.6
College of the Siskiyous (1)	—	—	—	50.3	—	50.3	2.4	42	36	—	21	14.5
Columbia College (1)	—	—	—	51.4	—	51.4	0.7	48	38	—	—	15.2
Compton Community College (1)	—	—	—	59.0	—	59.0	—	118	47	—	—	0.4
Contra Costa College (1)	—	—	—	61.6	—	61.6	-2.5	28	39	—	—	—
Copper Mountain College (1)	—	—	—	59.0	—	59.0	—	20	40	—	20	—
Cosumnes River College (1)	—	—	—	55.1	—	55.1	-2.4	177	49	—	17	11.4
Crafton Hills College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Cuesta College (1)	—	—	—	61.0	—	61.0	8.1	146	47	—	4	6.4
Cuyamaca College (1)	—	—	—	54.8	—	54.8	-0.8	77	45	—	26	—
Cypress College (1)	—	—	—	67.5	—	67.5	9.2	207	50	—	7	11.5
De Anza College (1)	—	—	—	67.1	—	67.1	4.0	238	50	—	20	17.6
Diablo Valley College (1)	—	—	—	67.7	—	67.7	-5.5	63	48	—	5	—
East Los Angeles College (1)	—	—	—	65.4	—	65.4	16.4	211	45	—	11	13.6
East San Gabriel Valley Regional Occupational Prog (3)	—	—	—	—	—	31.5	—	16	—	—	—	—
Educational Cultural Complex (3)	—	—	—	—	—	43.3	—	127	—	—	—	—
El Camino College (1)	—	—	—	64.9	—	64.9	—	313	47	—	10	6.3
Evergreen Valley College (1)	—	—	—	66.3	—	66.3	17.0	132	50	—	—	8.3

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Feather River Community College District (1)	—	—	—	63.4	—	63.4	11.3	21	24	—	25	15.2
Foothill College (1)	—	—	—	64.9	—	64.9	1.6	167	54	—	25	17.8
Fresno City College (1)	—	—	—	68.9	—	68.9	10.6	328	43	—	9	8.3
Fullerton College (1)	—	—	—	68.0	—	68.0	12.5	285	45	—	7	11.4
Gavilan College (1)	—	—	—	62.6	—	62.6	5.1	84	57	—	—	13.4
Glendale Community College (1)	—	—	—	60.0	—	60.0	-1.0	246	49	—	6	9.5
Golden West College (1)	—	—	—	72.4	—	72.4	—	161	44	—	15	—
Grossmont College (1)	—	—	—	61.8	—	61.8	9.0	194	42	—	18	12.0
Hartnell College (1)	—	—	—	59.7	—	59.7	16.6	110	44	—	2	20.0
Imperial Valley College (2)	—	—	—	—	—	—	—	—	—	—	—	—
Irvine Valley College (1)	—	—	—	70.9	—	70.9	9.8	115	43	—	—	16.0
Lake Tahoe Community College (1)	—	—	—	54.2	—	54.2	8.6	42	52	—	—	13.6
Laney College (1)	—	—	—	62.4	—	62.4	—	96	48	—	25	8.7
Las Positas College (1)	—	—	—	63.1	—	63.1	90.4	92	50	—	—	13.6
Lassen Community College (1)	—	—	—	65.9	—	65.9	—	35	31	—	29	11.8
Long Beach City College (1)	—	—	—	70.7	—	70.7	14.4	294	49	—	11	20.8
Los Angeles City College (1)	—	—	—	67.0	—	67.0	16.6	222	42	—	8	12.8
Los Angeles County College of Nurs and Allied Hlth (1)	—	—	—	—	—	—	—	—	—	—	100	—
Los Angeles Harbor College (1)	—	—	—	68.3	—	68.3	16.3	111	54	—	12	13.3
Los Angeles Mission College (1)	—	—	—	65.1	—	65.1	15.8	65	43	—	19	12.3
Los Angeles Pierce College (1)	—	—	—	68.0	—	68.0	14.2	179	41	—	10	12.3
Los Angeles Southwest College (1)	—	—	—	67.3	—	67.3	17.3	82	55	—	14	11.8
Los Angeles Trade Technical College (1)	—	—	—	72.2	—	72.2	23.7	179	46	—	11	15.1
Los Angeles Valley College (1)	—	—	—	66.8	—	66.8	17.7	209	44	—	8	13.8
Los Medanos College (1)	—	—	—	67.5	—	67.5	-4.2	40	68	—	—	—
Mendocino College (1)	—	—	—	65.5	—	65.5	8.4	48	46	—	9	15.4
Merced College (1)	—	—	—	60.9	—	60.9	—	126	46	—	8	15.6
Merritt College (1)	—	—	—	59.8	—	59.8	—	47	60	—	45	9.7
Miracosta College (1)	—	—	—	85.9	—	85.9	9.8	107	48	—	15	17.6
Mission College (1)	—	—	—	60.5	—	60.5	6.5	119	58	—	17	—
Modesto Junior College (1)	—	—	—	61.6	—	61.6	19.4	231	45	—	5	16.6
Monterey Peninsula College (1)	—	—	—	62.6	—	62.6	—	104	44	—	—	14.2
Moorpark College (1)	—	—	—	69.7	—	69.7	11.2	147	50	—	11	20.8
Mount San Jacinto College (1)	76.6	73.2	67.3	29.7	—	49.5	-11	88	45	—	1	12.0
Mt San Antonio College (1)	—	—	—	62.2	—	62.2	0.6	303	46	—	12	15.6
Napa Valley College (1)	—	—	—	59.0	—	59.0	3.5	105	47	—	2	10.0
Ohlone College (1)	—	—	—	55.5	—	55.5	13.2	143	49	—	—	9.8
Orange Coast College (1)	—	—	—	68.3	—	68.3	—	300	48	—	10	—
Oxnard College (1)	—	—	—	67.9	—	67.9	10.3	72	47	—	18	20.6
Palo Verde College (1)	—	—	—	62.2	—	62.2	9.1	23	43	—	21	14.6
Palomar College (1)	—	—	—	60.3	—	60.3	-3.6	272	43	—	10	12.7
Pasadena City College (1)	—	—	—	65.4	—	65.4	6.3	312	50	—	12	—
Porterville College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Reedley College (1)	—	—	—	66.5	—	66.5	12.3	140	38	—	10	7.1
Rio Hondo College (1)	—	—	—	62.1	—	62.1	20.4	193	48	—	—	23.2
Riverside Community College (1)	—	—	—	66.5	—	66.5	11.8	328	52	—	—	13.2
Sacramento City College (1)	—	—	—	56.6	—	56.6	-0.9	250	52	—	14	11.6
Saddleback College (1)	—	—	—	76.7	—	76.7	7.3	218	49	—	—	16.3
San Bernardino Valley College (1)	—	—	—	61.5	—	61.5	—	128	53	—	21	12.5
San Diego City College (1)	—	—	—	63.4	—	63.4	12.7	131	55	—	20	11.3
San Diego Mesa College (1)	—	—	—	63.0	—	63.0	7.1	209	47	—	18	12.1

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
San Diego Miramar College (1)	—	—	—	65.4	—	65.4	14.7	70	34	—	22	11.4
San Joaquin Delta College (1)	—	—	—	75.4	—	75.4	13.0	222	45	—	—	15.5
San Jose City College (1)	—	—	—	66.7	—	66.7	12.7	129	48	—	—	8.9
Santa Ana College (1)	—	—	—	70.5	—	70.5	5.9	198	51	—	1	—
Santa Barbara City College (1)	—	—	—	62.2	—	62.2	3.7	214	49	—	—	12.2
Santa Monica College (1)	—	—	—	64.8	—	64.8	4.9	333	54	—	—	17.7
Santa Rosa Junior College (1)	—	—	—	66.9	—	66.9	5.5	331	50	—	—	10.2
Santiago Canyon College (1)	—	—	—	70.4	—	70.4	—	69	46	—	1	—
Shasta College (1)	—	—	—	58.7	—	58.7	9.1	138	36	—	13	16.4
Sierra College (1)	—	—	—	52.5	—	52.5	—	189	51	—	—	—
Skyline College (1)	—	—	—	58.6	—	58.6	5.6	128	49	—	2	—
Solano County Community College District (1)	—	—	—	61.9	—	61.9	5.3	152	51	—	—	14.4
Southwestern College (1)	—	—	—	55.6	—	55.6	-17	177	53	—	10	—
Taft College (1)	—	—	—	65.6	—	65.6	5.3	28	43	—	36	16.9
Ventura College (1)	—	—	—	70.8	—	70.8	10.8	122	45	—	16	21.0
Victor Valley College (1)	—	—	—	59.6	—	59.6	1.2	133	43	—	—	—
Vista College (1)	—	—	—	57.9	—	57.9	—	22	50	—	31	7.2
West Hills Community College (1)	—	—	—	64.1	—	64.1	1.6	45	42	—	38	13.6
West Los Angeles College (1)	—	—	—	67.3	—	67.3	17.5	87	43	—	16	—
West Valley College (1)	—	—	—	60.9	—	60.9	5.5	145	51	—	16	—
Yuba College (1)	—	—	—	55.1	—	55.1	—	107	46	—	15	16.9
BA												
California Maritime Academy (1)	79.9	+	51.7	46.1	—	* 59.6	—	53	11	—	4	15.7
BA+												
California Polytechnic State Univ-San Luis Obispo (1)	80.4	66.2	53.0	39.9	—	70.4	9.5	651	25	—	6	17.9
California State Polytechnic University-Pomona (1)	81.8	65.5	52.4	43.1	—	72.5	6.6	562	33	—	7	18.1
California State University-Bakersfield (1)	79.2	61.6	51.0	38.5	—	61.7	4.5	250	44	—	5	15.5
California State University-Chico (1)	79.7	63.5	49.0	40.1	—	66.3	3.7	536	36	—	9	16.3
California State University-Dominguez Hills (1)	79.4	62.4	50.8	41.1	—	67.6	4.3	257	38	—	10	16.4
California State University-Fullerton (1)	81.5	65.0	50.0	40.2	—	66.0	5.2	700	40	—	5	16.5
California State University-Hayward (1)	80.9	68.2	54.5	43.0	—	* 70.1	—	327	40	—	7	17.6
California State University-Monterey Bay (1)	81.1	62.1	51.6	42.2	—	60.3	12.2	105	50	—	4	15.5
California State University-Northridge (1)	79.2	63.4	50.7	40.1	—	65.7	4.3	712	40	—	8	16.1
California State University-San Bernardino (1)	79.1	63.3	50.7	39.2	—	64.7	6.3	436	44	—	6	16.4
California State University-San Marcos (1)	79.6	63.0	52.1	39.6	—	* 61.8	—	184	52	—	2	15.6
California State University-Stanislaus (1)	78.3	59.3	46.6	40.2	—	62.8	5.4	251	46	—	4	15.9
Humboldt State University (1)	78.2	61.2	49.4	39.6	—	64.5	4.5	299	35	—	3	16.6
San Jose State University (1)	79.7	67.0	54.7	42.4	—	70.0	8.3	706	39	—	6	17.3
Sonoma State University (1)	77.8	65.3	48.9	39.5	—	* 66.5	—	238	42	—	6	16.4
DOCTORAL												
California State University-Fresno (1)	80.0	64.5	49.0	40.3	—	66.2	3.4	609	37	—	6	16.4
California State University-Long Beach (1)	80.1	64.8	52.0	40.2	—	67.1	4.8	883	41	—	4	16.4
California State University-Los Angeles (1)	80.0	64.4	52.8	39.4	—	68.4	8.1	517	44	—	11	17.1
California State University-Sacramento (1)	79.2	61.9	50.4	40.5	—	67.9	3.5	689	40	—	5	16.6
San Diego State University (1)	81.1	65.3	53.3	40.2	—	67.2	5.0	964	39	—	7	16.5
San Francisco State University (1)	79.9	66.7	54.7	38.4	—	69.5	4.6	710	43	—	8	16.9
University of California-Berkeley (1)	116.3	74.3	66.5	53.2	56.1	96.9	6.4	1,335	27	—	7	13.8
University of California-Davis (1)	103.6	69.4	58.2	53.4	+	* 81.6	—	791	30	—	46	12.9
University of California-Irvine (1)	103.9	71.2	61.4	50.4	+	* 81.5	—	740	29	—	12	12.9
University of California-Los Angeles (1)	115.4	73.5	65.5	52.7	50.3	* 94.3	—	1,491	27	—	20	13.6

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
University of California-Riverside (1)	99.7	68.1	62.4	39.2	43.2	75.1	5.8	533	31	—	18	12.4
University of California-San Diego (1)	108.4	69.0	59.9	49.0	+	* 88.6	—	766	22	—	16	13.3
University of California-San Francisco (1)	—	—	—	—	—	—	—	—	—	—	100	—
University of California-Santa Barbara (1)	105.0	65.5	57.6	46.4	—	83.2	7.4	824	27	—	1	13.0
University of California-Santa Cruz (1)	96.4	65.2	56.6	50.4	—	75.3	4.3	491	38	—	3	12.6
Private												
AA												
D-Q University (3)	—	—	—	—	—	24.4	—	3	—	—	—	—
Don Bosco Technical Institute (1)	+	—	—	—	—	+	—	2	—	—	—	3.2
Foundation College (2)	—	—	—	—	—	—	—	—	—	—	—	—
Foundation College-San Diego (1)	—	—	—	—	—	—	—	—	—	—	100	—
Heald College School of Business (2)	—	—	—	—	—	—	—	—	—	—	—	—
Heald College School of Technology (3)	—	—	—	—	—	—	—	—	—	—	—	—
Heald College-Concord (1)	—	—	—	—	—	—	—	—	—	—	100	—
Heald College-Fresno (1)	—	—	—	—	—	—	—	—	—	—	100	—
Heald College-Hayward (1)	—	—	—	—	—	—	—	—	—	—	100	—
Heald College-Roseville (1)	—	—	—	—	—	—	—	—	—	—	100	—
Heald College-Sacramento (1)	—	—	—	—	—	—	—	—	—	—	100	—
Heald College-Salinas (1)	—	—	—	—	—	—	—	—	—	—	100	—
Heald College-San Francisco (1)	—	—	—	—	—	—	—	—	—	—	100	—
Heald College-San Jose (1)	—	—	—	—	—	—	—	—	—	—	100	—
Heald College-Santa Rosa (1)	—	—	—	—	—	—	—	—	—	—	100	—
Heald College-Stockton (1)	—	—	—	—	—	—	—	—	—	—	100	—
Kelsey-Jenney College (2)	—	—	—	—	—	—	—	—	—	—	—	—
Marymount College (1)	56.4	48.7	45.7	34.5	—	* 51.3	8.2	42	55	—	—	—
BA												
Art Institute of Southern California (1)	+	46.5	—	—	—	* 46.5	—	9	33	—	—	11.2
Christian Heritage College (1)	54.6	43.4	35.7	—	—	* 41.0	19.6	29	31	—	17	8.0
Claremont Mckenna College (1)	102.0	67.3	52.9	—	—	* 80.3	—	94	31	—	—	18.2
Cogswell Polytechnical College (1)	—	46.8	46.8	—	—	* 46.8	—	13	38	—	—	9.7
Humphreys College-Stockton (3)	—	—	—	—	—	—	—	—	—	—	—	—
Menlo College (1)	72.4	61.5	51.9	—	—	* 65.8	—	24	29	—	—	12.6
Nazarene Bible College (2)	—	—	—	—	—	—	—	—	—	—	—	—
Pitzer College (1)	80.9	58.4	51.6	—	—	69.8	9.3	56	39	—	—	—
Pomona College (1)	101.7	71.0	54.7	—	—	* 80.6	—	157	42	—	—	19.2
San Jose Christian College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Thomas Aquinas College (1)	67.8	48.9	—	—	—	62.7	6.5	26	12	—	—	17.2
Yeshiva Ohr Elchonon Chabad West Coast Tal Sem (1)	—	—	—	21.4	—	21.4	—	5	—	—	—	—
BA+												
American Baptist Seminary of the West (1)	—	—	—	—	—	—	—	—	—	—	100	—
American College of Traditional Chinese Medicine (1)	—	—	—	—	—	—	—	—	—	—	100	—
American Film Institute Conservatory (1)	—	—	—	—	—	—	—	—	—	—	100	—
Antioch University-Los Angeles Branch (1)	—	—	—	—	—	—	—	—	—	—	100	—
Antioch University-Santa Barbara Branch (1)	—	—	—	—	—	—	—	—	—	—	100	—
Art Center College of Design (1)	—	—	—	—	—	—	—	—	—	—	100	—
Bethany College of the Assemblies of God (1)	53.8	49.9	41.2	—	—	* 49.0	31.0	23	26	—	—	16.2
Bethel Theological Seminary West (2)	—	—	—	—	—	—	—	—	—	—	—	—
California Baptist University (1)	52.6	43.6	38.5	—	—	* 43.8	—	60	37	—	23	11.7
California College of Arts and Crafts (1)	—	—	—	—	+	+	—	2	50	—	94	5.6
California Institute of the Arts (1)	—	—	—	—	54.7	54.7	11.5	147	41	—	—	—

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
California Lutheran University (1)	62.6	51.8	42.7	44.1	—	*52.0	—	100	42	—	9	15.0
California Western School of Law (1)	—	—	—	—	—	—	—	—	—	—	100	—
Chapman University-University College (1)	—	+	48.7	42.9	—	*48.1	—	35	63	—	8	13.6
Charles R Drew University of Medicine and Science (1)	—	—	—	—	—	—	—	—	—	—	100	—
Coleman College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Concordia University (1)	—	—	—	—	22.2	*22.2	—	8	25	—	84	1.7
Dominican University of California (1)	—	—	—	—	—	—	—	—	—	—	100	—
Dongguk Royal University (1)	—	—	—	—	—	—	—	—	—	—	100	—
Fresno Pacific University (1)	—	—	—	—	46.1	46.1	9.6	58	36	—	16	9.1
Golden Gate University-Irvine (2)	—	—	—	—	—	—	—	—	—	—	—	—
Golden Gate University-Los Altos (2)	—	—	—	—	—	—	—	—	—	—	—	—
Golden Gate University-Los Angeles (2)	—	—	—	—	—	—	—	—	—	—	—	—
Golden Gate University-Monterey (2)	—	—	—	—	—	—	—	—	—	—	—	—
Golden Gate University-Sacramento (2)	—	—	—	—	—	—	—	—	—	—	—	—
Golden Gate University-San Jose (2)	—	—	—	—	—	—	—	—	—	—	—	—
Golden Gate University-Walnut Creek (2)	—	—	—	—	—	—	—	—	—	—	—	—
Harvey Mudd College (1)	99.1	69.7	61.8	—	—	79.9	4.0	77	31	—	—	20.1
Holy Names College (1)	49.8	43.0	29.8	—	—	*42.5	—	39	72	—	—	4.1
Hope International University (1)	44.9	41.4	+	—	—	*42.3	—	16	31	—	56	7.4
Life Bible College (1)	+	46.3	39.6	—	—	*42.5	—	12	42	—	25	—
Loyola Marymount University (1)	94.8	67.4	52.2	—	55.6	76.4	2.3	373	35	—	—	10.3
Monterey Institute of International Studies (1)	68.8	64.8	52.9	—	38.6	*58.6	—	63	48	—	—	15.5
Mount St Mary's College (1)	72.9	55.2	50.8	41.0	—	*55.3	5.6	60	75	—	20	4.2
National University (1)	—	—	—	—	—	—	—	—	—	—	100	—
New College of California (1)	—	—	—	10.2	—	10.2	-65	37	59	—	58	1.3
Notre Dame de Namur University (1)	68.1	52.7	46.7	—	—	*58.1	—	47	55	—	18	8.5
Occidental College (1)	86.2	61.3	47.6	41.7	—	67.9	4.4	150	45	—	—	18.7
Otis College of Art and Design (1)	55.2	43.2	39.9	—	—	*45.4	—	28	54	—	—	9.9
Pacific Lutheran Theological Seminary (3)	—	—	—	—	—	54.4	—	12	—	—	—	—
Pacific Oaks College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Pacific Union College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Patten College (1)	+	22.0	+	—	—	*22.0	—	8	25	—	38	4.3
Point Loma Nazarene University (1)	66.6	53.9	45.4	—	—	*57.2	12.4	124	40	—	—	12.8
Saint Johns Seminary (1)	57.5	+	13.6	—	—	*20.9	—	25	20	—	—	—
Samuel Merritt College (1)	+	70.3	52.0	—	—	*56.6	—	29	90	—	29	8.1
San Francisco Art Institute (1)	44.7	—	—	—	—	44.7	5.3	29	41	—	—	9.6
San Francisco Conservatory of Music (1)	—	—	—	—	62.0	62.0	13.1	25	40	—	—	—
San Joaquin College of Law (3)	—	—	—	—	—	—	—	—	—	—	—	—
Scripps College (1)	92.1	70.1	53.2	—	—	76.7	14.3	61	57	—	—	—
Simpson College (1)	44.9	44.7	37.2	24.0	—	39.1	—	39	18	—	—	11.1
South Baylo University (3)	—	—	—	—	—	—	—	—	—	—	—	—
Southern California Bible College and Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Southern California Institute of Architecture (1)	—	—	—	—	—	—	—	—	—	—	100	—
St John's Seminary College (1)	—	+	35.7	—	+	*35.7	—	7	43	—	—	—
Starr King School for Ministry (1)	—	—	—	—	—	—	—	—	—	—	100	—
The National Hispanic University (1)	—	—	—	—	—	—	—	—	—	—	100	—
The University of West Los Angeles (1)	55.0	—	—	—	—	*55.0	—	6	17	—	—	11.8
University of Judaism (1)	—	—	—	—	—	—	—	—	—	—	100	—
University of Redlands (1)	72.4	54.8	44.3	37.4	+	*56.9	4.5	137	45	—	21	13.3
Vanguard University of Southern California (1)	57.4	48.0	42.7	—	—	*47.9	3.5	50	34	—	—	15.7
Western University of Health Sciences (1)	—	—	—	—	—	—	—	—	—	—	100	—

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Westmont College (1)	65.5	51.4	43.2	—	—	*57.3	—	85	29	—	—	—
Whittier College (1)	54.0	53.4	43.2	49.4	—	*50.6	—	123	41	—	—	13.2
Woodbury University (1)	69.2	54.9	45.1	—	—	58.0	13.3	35	37	—	—	17.5
DOCTORAL												
Argosy University-San Francisco Bay Area Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Azusa Pacific University (1)	60.3	51.0	42.5	36.7	—	48.7	-2.8	126	40	—	42	12.5
Biola University (1)	61.3	50.9	42.7	35.5	—	*51.4	—	142	23	—	8	12.6
California Institute of Integral Studies (1)	—	—	—	—	—	—	—	—	—	—	100	—
California Institute of Technology (1)	168.9	—	—	45.8	—	64.7	-57	26	35	—	92	14.8
California School of Professional Psych-Alameda (3)	—	—	—	—	—	60.8	—	26	—	—	—	—
California School of Professional Psych-Fresno (3)	—	—	—	—	—	51.6	—	6	—	—	—	—
California School of Professional Psych-LA (3)	—	—	—	—	—	28.2	—	66	—	—	—	—
California School of Professional Psych-San Diego (1)	—	—	—	—	—	—	—	—	—	—	100	—
Chapman University (1)	81.4	67.0	54.0	38.9	—	63.9	8.3	208	38	—	4	16.2
Claremont Graduate University (1)	98.8	95.4	57.2	—	—	*93.6	—	63	32	—	—	20.2
Claremont School of Theology (3)	—	—	—	—	—	59.6	—	24	—	—	—	—
Fielding Graduate Institute (1)	—	—	—	—	—	—	—	—	—	—	100	—
Fuller Theological Seminary in California (1)	65.2	52.8	45.2	—	—	*60.2	—	51	22	—	—	16.1
Golden Gate University-Rohnert Park (2)	—	—	—	—	—	—	—	—	—	—	—	—
Golden Gate University-San Francisco (1)	—	—	—	—	—	—	—	—	—	—	100	—
Graduate Theological Union (1)	†	†	†	—	—	†	-7.3	7	57	—	—	21.5
Hebrew Union College-California Branch (2)	—	—	—	—	—	—	—	—	—	—	—	—
Institute of Transpersonal Psychology (1)	68.2	—	†	—	—	*68.2	—	5	20	—	—	13.6
Jesuit School of Theology at Berkeley (1)	—	—	—	—	—	—	—	—	—	—	100	—
John F Kennedy University (1)	—	—	—	—	—	—	—	—	—	—	100	—
La Sierra University (1)	54.9	45.5	39.4	—	—	*46.4	—	87	32	—	—	13.6
Loma Linda University (1)	70.3	57.4	50.6	40.7	—	*57.3	—	47	49	—	87	—
Mills College (1)	86.9	66.3	52.8	—	—	*72.6	19.6	86	55	—	—	—
Pacific Graduate School of Psychology (1)	111.6	81.0	†	—	—	*98.5	—	12	42	—	—	13.5
Pacific School of Religion (1)	68.5	55.2	—	—	—	*61.9	—	13	46	—	—	—
Pacific States University (1)	—	—	—	—	—	—	—	—	—	—	100	—
Pepperdine University (1)	96.4	78.7	62.5	54.2	—	*75.3	—	258	34	—	29	21.9
Phillips Graduate Institute (1)	—	—	—	—	—	—	—	—	—	—	100	—
Saint Mary's College of California (1)	73.8	57.6	48.4	—	—	63.1	9.3	182	49	—	—	15.4
San Francisco Theological Seminary (1)	67.3	54.4	—	—	—	*63.0	—	16	31	—	—	27.0
Santa Clara University (1)	107.0	77.1	65.7	50.6	60.3	*79.1	—	385	36	—	6	19.4
Saybrook Graduate School and Research Center (1)	—	—	—	—	—	—	—	—	—	—	100	—
Stanford University (1)	131.0	92.8	73.8	96.5	—	111.0	8.6	894	21	—	3	21.7
The Master's College and Seminary (1)	55.7	44.1	47.3	—	—	*49.7	14.0	33	21	—	47	12.5
The Union Institute (2)	—	—	—	—	—	—	—	—	—	—	—	—
The Wright Institute (1)	†	†	†	—	—	†	-26	4	100	—	—	14.3
U S International University (3)	—	—	—	—	—	52.6	—	46	—	—	—	—
University of La Verne (1)	68.3	49.4	44.1	—	—	55.5	20.2	80	36	—	46	12.2
University of San Diego (1)	91.6	64.6	53.3	45.7	—	74.0	7.8	316	40	—	—	18.5
University of San Francisco (1)	96.2	70.7	60.2	53.8	—	75.6	17.2	310	40	—	—	25.0
University of Southern California (1)	108.6	74.8	66.1	43.3	—	82.9	5.7	1,163	26	—	14	26.9
University of the Pacific (1)	80.8	55.7	48.0	38.7	—	*62.9	3.9	255	35	—	30	17.5
Western Seminary-San Jose (2)	—	—	—	—	—	—	—	—	—	—	—	—
Westminster Theological Seminary in California (1)	—	—	—	—	—	—	—	—	—	—	100	—

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
COLORADO												
Public												
AA												
Aims Community College (1)	41.6	39.8	37.5	33.1	—	39.3	7.0	110	49	—	3	10.9
Arapahoe Community College (1)	—	—	—	39.8	—	39.8	5.0	108	56	—	—	8.1
Colorado Mountain College (1)	62.2	48.5	41.1	38.8	—	* 52.0	12.0	79	48	—	13	9.6
Colorado Northwestern Community College (1)	—	—	—	—	34.5	34.5	-8.6	39	41	—	28	7.7
Community College of Aurora (1)	45.5	42.9	—	—	+	* 44.8	—	26	46	—	4	11.3
Community College of Denver (1)	48.6	39.9	35.3	—	—	39.3	6.7	70	54	—	18	7.0
Front Range Community College (1)	—	—	—	—	40.8	40.8	4.2	156	62	—	1	7.8
Lamar Community College (1)	—	—	—	—	42.5	42.5	10.5	11	45	—	52	7.8
Morgan Community College (1)	—	—	—	—	37.1	37.1	8.7	30	60	—	12	7.4
Northeastern Junior College (1)	—	—	—	—	37.5	37.5	4.0	61	54	—	35	7.2
Otero Junior College (1)	—	—	—	—	38.3	38.3	5.4	31	52	—	—	8.8
Pikes Peak Community College (1)	—	—	—	—	40.6	40.6	0.8	126	49	—	—	7.6
Pueblo Community College (1)	—	—	—	—	42.2	42.2	11.6	76	55	—	3	8.7
Red Rocks Community College (1)	52.5	41.6	35.9	—	—	39.9	1.3	74	45	—	—	5.8
Trinidad State Junior College (1)	42.8	38.2	31.5	—	—	36.6	4.4	54	52	—	4	7.5
BA												
Fort Lewis College (1)	57.7	47.7	39.4	31.8	—	46.2	1.5	181	44	—	—	9.0
Metropolitan State College of Denver (1)	63.2	51.0	42.0	22.6	—	47.0	-5.3	446	41	—	—	9.0
Western State College of Colorado (1)	55.4	49.2	39.5	29.0	—	45.3	6.4	107	37	—	—	8.7
BA+												
Adams State College (1)	56.0	44.3	38.8	36.0	—	* 44.3	—	90	38	—	—	10.3
Mesa State College (1)	57.1	45.7	39.6	32.7	—	* 43.9	—	206	38	—	0	9.4
University of Southern Colorado (1)	58.2	48.3	43.6	28.1	—	49.3	9.5	158	35	—	—	9.4
DOCTORAL												
Colorado School of Mines (1)	97.6	67.6	58.7	41.1	—	* 75.9	—	194	14	—	5	16.4
Colorado State University (1)	82.4	62.4	52.0	—	—	69.4	9.8	779	25	—	17	13.2
University of Colorado at Boulder (1)	89.7	65.4	55.3	42.7	—	70.1	8.1	1,065	29	—	1	14.2
University of Colorado at Colorado Springs (1)	73.9	57.9	49.6	32.9	—	55.8	3.2	222	37	—	—	12.6
University of Colorado at Denver (1)	82.0	60.6	53.3	34.8	—	58.0	5.2	429	34	—	—	13.8
University of Colorado Health Sciences Center (1)	81.6	69.8	54.5	—	—	67.6	13.1	22	100	—	87	13.2
University of Northern Colorado (1)	67.0	51.2	46.3	34.1	—	54.4	13.0	427	44	—	—	9.7
Private												
BA												
Johnson & Wales University-Denver (1)	—	+	+	37.3	—	* 37.3	—	20	40	—	—	9.6
Nazarene Bible College (1)	—	—	—	—	36.8	* 36.8	—	13	15	—	—	18.0
Teikyo Loretto Heights University (1)	—	—	—	—	—	—	—	—	—	—	100	—
BA+												
Colorado Christian University (1)	49.7	41.4	37.8	—	—	* 42.1	—	48	35	—	—	11.2
Colorado Christian University-Foothills Campus (2)	—	—	—	—	—	—	—	—	—	—	—	—
Colorado College (1)	86.8	63.7	47.7	42.7	—	* 67.3	1.6	168	41	—	—	17.3
Naropa University (1)	—	—	—	—	—	—	—	—	—	—	100	—
DOCTORAL												
Denver Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Iliff School of Theology (1)	—	—	—	—	—	—	—	—	—	—	100	—
Regis University (1)	61.4	51.9	46.0	43.5	—	52.3	9.0	95	48	—	41	11.5
University of Denver (1)	81.8	63.2	51.0	47.8	—	* 64.5	—	390	35	—	8	15.0

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
CONNECTICUT												
Public												
AA												
Asnuntuck Community College (1)	73.2	56.1	+	—	—	* 70.5	—	24	46	—	—	15.7
Capital Community College (1)	74.0	57.5	48.3	—	—	* 65.3	—	60	55	—	—	14.7
Gateway Community College (1)	73.1	58.2	47.5	43.9	—	62.5	11.2	87	41	—	—	13.0
Housatonic Community College (1)	75.5	57.1	46.8	41.4	—	* 55.7	—	61	49	—	—	13.7
Manchester Community College (1)	68.7	57.1	50.2	43.6	—	57.5	12.6	90	61	—	—	14.1
Middlesex Community College (1)	73.9	+	50.7	42.5	—	* 63.0	—	40	48	—	—	19.1
Naugatuck Valley Community College (1)	71.9	57.4	50.5	43.1	—	59.6	11.2	104	48	—	—	14.8
Northwestern Connecticut Community College (1)	71.0	58.0	49.5	—	—	* 59.0	—	31	48	—	—	14.5
Norwalk Community College (1)	72.5	57.1	47.7	41.9	—	55.2	10.4	94	54	—	—	14.2
Quinebaug Valley Community College (1)	73.5	+	46.3	—	—	* 56.7	14.7	21	48	—	—	14.5
Three Rivers Community College (1)	74.5	58.5	45.5	35.9	—	* 59.3	—	73	52	—	—	12.9
Tunxis Community College (1)	71.8	58.7	46.8	42.1	—	* 58.6	—	57	56	—	—	14.0
BA												
United States Coast Guard Academy (1)	98.6	77.4	63.1	—	—	84.4	21.2	31	35	—	23	—
BA+												
Central Connecticut State University (1)	76.3	61.0	49.6	43.6	—	62.5	6.2	391	39	—	—	16.1
Eastern Connecticut State University (1)	78.1	60.1	46.9	39.3	—	59.8	10.7	181	41	—	6	18.7
Southern Connecticut State University (1)	78.9	61.2	49.8	—	—	* 64.5	—	398	43	—	1	16.6
Western Connecticut State University (1)	79.3	63.1	50.2	—	—	66.9	8.4	186	38	—	2	19.3
DOCTORAL												
University of Connecticut (1)	102.6	74.5	59.6	59.3	—	* 82.4	—	1,036	30	—	—	21.1
Private												
AA												
St Vincent's College (1)	—	—	—	—	—	—	—	—	—	—	100	—
BA												
Bais Binyomin Academy (1)	—	—	—	14.6	—	14.6	—	7	—	—	—	22.1
Lyme Academy College of Fine Arts (1)	37.6	+	+	—	—	* 37.6	16.2	10	30	—	—	5.5
Mitchell College (1)	+	+	48.4	—	—	* 48.4	—	22	55	—	—	—
BA+												
Albertus Magnus College (1)	55.1	46.3	40.5	—	—	* 47.0	—	26	46	—	13	9.3
Connecticut College (1)	80.8	60.7	47.4	34.6	—	* 62.9	4.1	155	45	—	—	16.8
Fairfield University (1)	85.6	69.5	57.9	42.4	—	69.7	7.1	222	41	—	—	21.9
Holy Apostles College and Seminary (1)	+	—	—	—	—	+	—	2	—	—	78	7.4
Quinnipiac University (1)	91.9	66.4	56.7	45.3	—	* 73.5	—	199	40	—	27	16.5
Rensselaer Hartford Graduate Center Inc (1)	96.1	78.8	71.4	—	—	* 80.4	—	37	22	—	—	18.1
Sacred Heart University (1)	77.7	59.8	48.1	44.0	—	* 56.2	—	141	48	—	8	15.1
Saint Joseph College (1)	68.2	57.2	42.5	—	—	* 55.6	—	71	70	—	1	—
Teikyo Post University (1)	54.4	47.1	43.0	—	—	* 49.3	—	28	39	—	—	15.8
Trinity College (1)	99.7	69.7	52.4	39.8	—	71.4	5.8	196	44	—	—	19.2
DOCTORAL												
Hartford Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
University of Bridgeport (1)	59.9	54.1	42.5	—	—	* 51.5	—	84	18	—	—	14.1
University of Hartford (1)	68.1	54.1	45.9	39.0	—	53.7	6.7	290	33	—	5	15.0
University of New Haven (1)	69.1	59.4	52.2	34.8	—	* 60.4	—	167	17	—	2	16.2

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Wesleyan University (1)	94.6	65.4	49.1	43.7	46.5	* 73.6	0.4	311	38	—	—	17.5
Yale University (1)	131.7	75.4	60.9	46.1	—	* 97.9	—	836	26	—	5	19.2
DELAWARE												
Public												
AA												
Delaware Technical & Comm Coll-Stanton-Wilmington (1)	—	—	—	—	52.9	52.9	10.6	108	66	—	30	15.4
Delaware Technical and Community College-Owens (1)	—	—	—	—	51.8	51.8	8.0	63	63	—	32	15.7
Delaware Technical and Community College-Terry (1)	—	—	—	—	50.2	50.2	6.0	37	59	—	29	16.4
BA+												
Delaware State University (1)	68.2	56.5	47.9	40.2	—	* 54.3	—	143	37	—	18	12.8
DOCTORAL												
University of Delaware (1)	98.9	69.0	56.5	43.7	—	* 73.3	—	963	36	—	8	22.2
Private												
AA												
Delaware College of Art and Design (1)	—	—	—	—	—	—	—	—	—	—	100	—
BA+												
Goldey-Beacom College (1)	+	56.4	41.3	42.6	—	* 51.0	8.7	25	40	—	—	13.3
Wesley College (1)	54.5	45.9	39.5	—	—	* 45.9	—	58	41	—	—	—
DOCTORAL												
Widener University-Delaware Campus (1)	100.4	86.9	+	50.6	—	* 85.2	—	45	49	—	12	23.4
Wilmington College (1)	—	—	—	—	—	—	—	—	—	—	100	—
DISTRICT OF COLUMBIA												
Public												
BA+												
Joint Military Intelligence College (2)	—	—	—	—	—	—	—	—	—	—	—	—
University of the District of Columbia (2)	—	—	—	—	—	—	—	—	—	—	—	—
Private												
BA												
Corcoran College of Art and Design (1)	—	—	—	—	—	—	—	—	—	—	100	—
BA+												
Mount Vernon College (2)	—	—	—	—	—	—	—	—	—	—	—	—
Southeastern University (1)	—	—	—	—	—	—	—	—	—	—	100	—
Trinity College (1)	58.8	46.8	40.6	—	—	* 47.3	—	59	73	—	—	8.2
Washington Hospital Center School of Medical Techn (2)	—	—	—	—	—	—	—	—	—	—	—	—
Washington Theological Union (1)	53.2	43.7	38.8	—	—	* 46.4	6.2	17	18	—	11	1.8
Wesley Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
DOCTORAL												
American University (1)	103.4	72.0	56.2	41.1	—	75.5	13.2	487	40	—	—	15.2
Catholic University of America (1)	77.0	55.5	47.5	—	—	61.0	4.5	360	33	—	—	11.6
Gallaudet University (1)	88.0	63.9	52.7	38.6	—	* 69.1	—	174	63	—	22	19.0
George Washington University (1)	103.9	74.1	58.5	49.6	—	* 81.9	—	704	31	—	8	16.6
Georgetown University (1)	112.8	71.2	58.1	54.2	—	84.4	9.8	623	34	—	3	19.6
Howard University (1)	81.8	61.0	50.1	42.3	—	62.5	1.9	700	39	—	28	13.5

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
FLORIDA												
Public												
AA												
Brevard Community College-Cocoa Campus (1)	52.8	46.3	43.6	39.7	—	45.3	15.9	200	51	—	10	12.3
Broward Community College (1)	59.1	52.9	50.7	49.7	—	51.3	10.7	311	45	—	2	15.0
Central Florida Community College (1)	—	—	—	39.0	—	39.0	4.1	97	46	—	1	9.2
Chipola Junior College (1)	—	—	—	—	42.9	42.9	5.4	58	59	—	—	11.8
Daytona Beach Community College (1)	49.4	39.4	35.2	32.2	—	41.5	4.8	188	46	—	14	10.9
Edison Community College (1)	—	—	—	—	46.4	46.4	0.8	91	49	—	—	12.0
Florida Community College at Jacksonville (1)	45.8	—	—	—	—	* 45.8	-2.9	362	51	—	—	12.5
Florida Keys Community College (1)	41.7	+	35.5	32.6	—	* 36.4	—	25	36	—	19	9.2
Gulf Coast Community College (1)	60.7	52.9	41.9	42.3	—	47.4	6.3	87	54	—	25	10.7
Hillsborough Community College (1)	56.8	48.5	44.1	37.6	35.7	45.6	1.1	242	50	—	1	10.9
Indian River Community College (1)	72.2	64.8	56.2	49.0	—	61.2	8.9	121	49	—	21	13.8
Lake City Community College (1)	—	—	—	39.6	+	* 39.6	—	42	43	—	24	9.7
Lake-Sumter Community College (1)	—	—	—	40.0	40.5	* 40.0	—	45	60	—	4	9.7
Manatee Community College (1)	51.5	43.0	36.9	30.7	33.4	* 42.6	—	105	55	—	3	10.0
Miami-Dade Community College (1)	64.6	50.7	43.8	36.8	—	56.3	17.1	665	49	—	—	14.0
North Florida Community College (1)	—	—	—	39.9	+	* 39.9	—	29	48	—	9	12.7
Okaloosa-Walton Community College (1)	—	—	—	—	46.2	46.2	10.1	74	57	—	6	10.8
Palm Beach Community College (1)	58.5	53.7	46.6	45.0	+	* 47.7	—	213	52	—	—	11.7
Pasco-Hernando Community College (1)	55.3	46.1	37.8	36.6	—	* 44.5	—	79	63	—	13	10.6
Pensacola Junior College (1)	49.9	46.7	40.8	33.6	+	* 44.4	—	205	52	—	15	11.0
Polk Community College (1)	43.6	—	—	—	—	43.6	4.5	83	47	—	15	11.7
Saint Johns River Community College (1)	—	—	—	—	41.3	41.3	5.3	80	55	—	18	10.2
Saint Petersburg College (1)	—	—	—	—	47.4	47.4	6.0	245	49	—	7	9.6
Santa Fe Community College (1)	—	—	—	—	45.2	45.2	5.8	242	55	—	8	10.4
Seminole Community College (1)	—	—	—	—	43.7	43.7	4.2	61	69	—	59	—
South Florida Community College (1)	—	—	—	—	41.9	41.9	0.8	40	38	—	22	10.9
Tallahassee Community College (1)	—	—	—	—	54.4	54.4	6.9	145	54	—	—	11.8
Valencia Community College (1)	—	—	—	—	46.9	46.9	3.3	271	54	—	—	15.4
BA												
New College of Florida (1)	65.6	51.6	39.6	—	—	* 50.6	—	58	47	—	2	14.5
BA+												
Florida Gulf Coast University (1)	74.4	56.3	47.2	36.2	—	* 52.7	—	109	46	—	31	13.1
DOCTORAL												
Florida Agricultural and Mechanical University (1)	70.1	58.6	54.5	41.6	—	58.0	5.7	327	40	—	33	11.8
Florida Atlantic University-Boca Raton (1)	75.8	57.5	48.9	35.3	—	58.2	3.5	612	38	—	10	12.9
Florida International University (1)	77.7	60.2	51.6	43.9	—	59.9	14.0	778	34	—	2	14.0
Florida State University (1)	80.4	57.6	53.3	32.2	46.0	66.1	9.1	1,054	29	—	3	14.8
The University of West Florida (1)	68.1	55.2	44.5	35.4	—	50.9	5.8	235	36	—	5	12.1
University of Central Florida (1)	82.3	61.4	49.9	33.9	—	55.9	8.8	862	37	—	8	13.4
University of Florida (1)	90.2	61.8	53.4	—	—	* 71.8	10.1	1,090	23	—	32	15.9
University of North Florida (1)	73.1	56.1	45.1	35.5	—	* 53.0	—	345	36	—	5	13.1
University of South Florida (1)	74.6	56.5	48.4	42.6	—	57.8	2.0	897	36	—	23	15.6
Private												
AA												
Southwest Florida College (1)	—	—	—	—	—	—	—	—	—	—	100	—

BEST COPY AVAILABLE

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
BA												
Bethune Cookman College (1)	54.4	46.8	42.9	34.9	+	*41.9	11.3	122	48	—	12	6.8
City College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Clearwater Christian College (1)	37.4	26.4	—	—	—	30.6	-2.5	34	24	—	—	10.0
Eckerd College (1)	61.1	50.1	42.3	—	—	50.9	1.4	97	33	—	—	—
Edward Waters College (1)	—	31.8	30.3	29.2	—	*30.4	15.1	21	29	—	38	1.7
Flagler College (1)	48.5	44.9	39.3	33.4	—	*41.4	—	64	38	—	—	10.2
Florida Christian College Inc (1)	—	—	—	—	—	—	—	—	—	—	100	—
Florida College (1)	—	—	—	—	42.5	42.5	14.5	31	23	—	—	8.3
Florida Hospital College of Health Sciences (1)	—	—	—	—	—	—	—	—	—	—	100	—
Florida Memorial College (1)	56.0	51.5	45.1	38.3	44.8	*47.0	12.5	83	37	—	—	0.6
Hobe Sound Bible College (1)	14.4	+	+	12.6	—	*13.4	—	12	17	—	—	2.4
International College (2)	—	—	—	—	—	—	—	—	—	—	—	—
Johnson & Wales University-Florida Campus (1)	+	49.1	41.1	35.7	—	*39.3	—	47	21	—	—	9.9
Jones College-Jacksonville (3)	—	—	—	—	—	—	—	—	—	—	—	—
Jones College-Miami Campus (2)	—	—	—	—	—	—	—	—	—	—	—	—
Northwood University-Florida Education Center (1)	+	43.2	42.4	—	—	*42.7	14.5	15	27	—	—	—
Ringling School of Art and Design (1)	—	—	—	—	49.5	49.5	7.6	53	36	—	—	11.1
Rollins College-Brevard Campus (2)	—	—	—	—	—	—	—	—	—	—	—	—
Southeastern College Assemblies of God (1)	—	—	—	—	—	—	—	—	—	—	100	—
The Baptist College of Florida (1)	—	+	—	28.7	—	*28.7	—	5	80	—	77	4.7
Trinity Baptist College (1)	+	+	+	—	—	+	—	6	67	—	45	6.7
Trinity College of Florida (1)	—	—	—	—	—	—	—	—	—	—	100	—
BA+												
Embry Riddle Aeronautical University-Daytona Beach (1)	62.6	52.5	46.7	44.5	—	*53.6	—	158	15	—	7	14.3
Florida Southern College (1)	58.9	50.2	42.3	—	34.7	*49.0	—	107	36	—	—	17.0
International College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Jacksonville University (1)	58.0	47.8	43.1	—	34.5	*49.7	9.7	106	38	—	5	9.9
Palm Beach Atlantic College-West Palm Beach (1)	—	—	—	—	—	—	—	—	—	—	100	—
Rollins College (1)	75.8	58.3	42.5	—	—	62.4	7.8	152	34	—	—	15.7
Saint John Vianney College Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Saint Leo University (1)	55.2	48.3	39.8	—	—	*46.3	—	70	27	—	—	11.1
Saint Thomas University (1)	84.9	57.8	50.9	—	46.6	*66.1	—	83	36	—	—	11.7
Saint Vincent de Paul Regional Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Stetson University (1)	81.4	54.5	46.8	31.8	—	59.8	7.6	235	40	—	—	15.5
Trinity International University (1)	—	+	+	—	—	+	—	2	50	—	—	11.5
University of Tampa (1)	63.7	53.6	46.1	37.4	—	53.7	6.8	145	34	—	—	13.8
Warner Southern College (1)	43.5	39.7	39.3	31.6	—	*38.1	3.8	35	23	—	13	8.6
Webber College (3)	—	—	—	—	—	—	—	—	—	—	—	—
DOCTORAL												
Barry University (1)	65.5	56.2	47.1	35.1	—	52.6	10.0	207	52	—	37	11.4
Carlos Albizu University-Miami Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Florida Institute of Technology-Melbourne (1)	68.3	53.9	47.1	27.8	—	*52.3	—	159	21	—	15	1.4
Lynn University (1)	65.9	53.2	44.7	28.3	+	*51.4	—	68	40	—	—	9.7
Nova Southeastern University (1)	95.8	58.2	49.2	42.4	—	*68.1	—	115	38	—	76	11.3
Talmudic College of Florida (2)	—	—	—	—	—	—	—	—	—	—	—	—
The Union Institute (2)	—	—	—	—	—	—	—	—	—	—	—	—
University of Miami (1)	95.7	63.4	56.0	37.8	—	67.8	4.9	757	31	—	12	17.6

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
GEORGIA												
Public												
AA												
Abraham Baldwin Agricultural College (1)	53.1	48.2	40.8	35.5	+	* 42.0	—	81	57	—	16	11.7
Altamaha Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Appalachian Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Athens Technical College (1)	—	—	—	47.2	—	47.2	9.4	19	74	—	74	9.7
Atlanta Metropolitan College (1)	56.3	51.9	42.9	—	—	* 47.6	2.2	43	49	—	10	11.3
Augusta Technical College (1)	—	—	+	—	—	+	—	1	100	—	99	14.4
Bainbridge College (1)	51.4	+	+	34.1	—	* 41.9	—	24	54	—	25	11.3
Central Georgia Technical College (1)	—	—	—	—	—	+	—	2	100	—	98	9.7
Chattahoochee Technical College (1)	—	—	—	47.7	—	47.7	11.6	16	56	—	74	11.6
Coastal Georgia Community College (1)	55.1	44.6	43.2	37.2	—	* 43.5	—	47	55	—	16	11.9
Columbus Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Coosa Valley Technical College (1)	—	—	—	—	+	+	—	1	100	—	99	13.7
Darton College (1)	55.5	44.9	44.8	31.3	—	* 42.1	—	63	63	—	28	13.5
DeKalb Technical College (1)	—	—	—	53.3	—	53.3	—	3	100	—	97	13.0
East Central Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
East Georgia College (1)	+	47.0	39.0	34.8	—	* 38.3	—	29	34	—	12	10.0
Flint River Technical College (1)	—	—	—	—	41.0	41.0	—	33	42	—	—	11.0
Floyd College (1)	52.7	45.1	36.9	28.5	—	* 44.1	—	58	59	—	17	11.4
Gainesville College (1)	57.1	46.0	38.9	33.2	—	* 41.8	—	86	52	—	8	11.7
Georgia Military College-Ft Benning Center (1)	—	—	—	—	—	—	—	—	—	—	100	—
Georgia Military College-Ft Gordon Center (1)	—	—	—	—	—	—	—	—	—	—	100	—
Georgia Military College-Ft McPherson Center (1)	—	—	—	—	—	—	—	—	—	—	100	—
Georgia Military College-Main Campus (1)	43.0	33.3	31.0	21.2	—	* 32.4	-0.9	29	55	—	—	14.9
Georgia Military College-Moody Center (1)	—	—	—	—	—	—	—	—	—	—	100	—
Georgia Military College-Robins Air Force Base Ctr (1)	—	—	—	—	—	—	—	—	—	—	100	—
Georgia Perimeter College (1)	60.6	49.5	42.1	36.2	37.1	44.1	5.0	328	60	—	—	10.5
Gordon College (1)	57.2	56.7	40.8	—	—	45.9	6.8	73	45	—	6	12.6
Griffin Technical College (1)	—	—	—	—	+	+	—	1	100	—	98	10.2
Gwinnett Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Heart of Georgia Technical College (1)	—	—	—	—	—	+	—	1	100	—	98	7.0
Lanier Technical Institute (1)	—	—	—	—	—	+	—	3	67	—	95	9.2
Middle Georgia College (1)	57.4	46.0	38.4	35.4	20.7	* 42.8	—	71	41	—	20	11.2
Middle Georgia Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
North Georgia Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
North Metro Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Northwestern Technical College (1)	—	—	—	—	—	+	7.7	3	67	—	93	11.6
Ogeechee Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Okefenokee Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Savannah Technical College (1)	—	—	—	35.4	—	* 35.4	—	6	83	—	89	7.9
South Georgia College (1)	+	46.2	41.3	30.1	—	* 39.2	—	34	56	—	—	11.3
South Georgia Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Southeastern Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Southwest Georgia Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Swainsboro Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Valdosta Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Waycross College (1)	—	+	41.8	33.8	—	* 39.8	—	18	56	—	14	9.7
West Georgia Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
West Central Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
BA												
Clayton College and State University (1)	67.5	56.0	48.6	37.0	34.2	* 51.4	—	105	55	—	26	11.9
Dalton State College (1)	66.5	51.3	44.4	36.9	—	47.3	6.2	94	49	—	18	12.8
Macon State College (1)	59.1	51.2	45.5	34.9	—	* 47.5	—	119	50	—	12	12.7
BA+												
Albany State University (1)	67.2	54.0	25.6	40.3	—	41.3	-16	126	48	—	14	12.4
Armstrong Atlantic State University (1)	67.0	51.2	43.2	25.9	—	* 49.6	—	183	48	—	12	13.2
Augusta State University (1)	66.2	54.4	43.0	35.0	—	50.6	2.9	178	46	—	—	12.4
Columbus State University (1)	64.1	52.9	41.8	40.8	—	* 50.9	—	184	45	—	11	12.2
Fort Valley State University (1)	67.3	51.5	42.1	36.5	—	46.8	-2.1	107	30	—	24	11.9
Georgia College and State University (1)	63.1	53.8	45.0	39.6	—	49.6	3.8	213	46	—	14	7.5
Georgia Southwestern State University (1)	60.5	50.0	42.8	36.2	—	* 48.9	—	100	48	—	1	13.1
Kennesaw State University (1)	70.6	58.4	45.8	38.3	—	55.1	3.9	357	53	—	10	10.3
North Georgia College and State University (1)	62.5	55.1	45.6	33.6	—	48.7	3.5	137	52	—	10	13.9
Savannah State University (1)	62.7	52.9	43.8	40.4	+	* 52.7	—	111	39	—	3	14.1
Southern Polytechnic State University (1)	67.4	56.9	50.3	—	—	59.8	11.8	119	14	—	—	13.8
DOCTORAL												
Georgia Institute of Technology-Main Campus (1)	103.0	76.4	68.2	46.1	—	* 83.4	11.1	664	17	—	12	19.3
Georgia Southern University (1)	69.0	56.2	46.8	34.3	—	51.8	8.9	584	45	—	7	13.4
Georgia State University (1)	104.0	66.0	55.3	35.6	—	63.7	5.3	905	44	—	4	14.6
Medical College of Georgia (1)	—	62.4	47.9	41.6	—	* 49.4	—	30	97	—	84	13.9
State University of West Georgia (1)	69.3	55.7	44.1	33.8	37.4	49.8	4.2	330	46	—	4	10.8
University of Georgia (1)	92.3	62.9	53.4	43.5	—	69.7	6.3	1,132	33	—	34	16.6
Valdosta State University (1)	66.0	53.6	47.1	35.0	—	52.6	5.1	359	44	—	13	13.0
Private												
AA												
Andrew College (1)	+	—	33.0	—	—	* 33.0	—	9	33	—	—	6.1
Gupton Jones College of Funeral Service (1)	—	—	—	—	—	—	—	—	—	—	100	—
Truett-McConnell College (1)	37.3	37.2	33.4	31.5	—	* 34.4	—	49	43	—	—	10.6
Young Harris College (1)	—	—	—	—	47.7	47.7	16.8	30	43	—	6	—
BA												
Atlanta Christian College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Atlanta College of Art (1)	53.3	50.1	42.0	—	—	* 50.2	—	25	28	—	—	9.8
Beulah Heights Bible College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Brewton-Parker College (1)	47.6	38.0	35.2	—	—	* 39.6	—	43	28	—	2	6.9
Emmanuel College (1)	45.9	43.1	41.0	33.5	—	* 40.5	24.0	48	35	—	9	7.5
Georgia Baptist College of Nursing (3)	—	—	—	—	—	46.8	—	26	—	—	—	—
Morehouse College (1)	67.7	54.2	44.0	38.9	—	51.0	-4.4	153	29	—	—	10.8
Morris Brown College (1)	52.1	45.6	39.0	36.6	+	* 42.1	—	95	36	—	6	—
Paine College (1)	44.1	38.1	35.9	31.1	—	* 37.2	—	47	38	—	20	5.7
Reinhardt College (1)	51.6	45.0	37.2	—	—	* 41.3	12.7	48	58	—	—	8.6
Spelman College (1)	73.3	55.4	42.3	41.1	39.2	* 52.9	—	147	66	—	—	12.5
Toccoa Falls College (1)	—	—	—	—	—	—	—	—	—	—	100	—
BA+												
Agnes Scott College (1)	70.7	56.0	46.0	39.7	—	* 56.3	—	81	57	—	—	—
Beacon College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Berry College (1)	72.0	56.9	45.0	35.9	—	* 50.3	—	141	38	—	5	14.1
Brenau University (1)	52.0	46.5	40.3	40.0	—	44.3	8.3	81	67	—	2	9.7
Covenant College (3)	—	—	—	—	—	52.9	—	44	—	—	—	—

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
LaGrange College (1)	58.2	46.3	44.6	—	—	48.8	11.1	59	47	—	2	11.7
Life University (1)	—	—	—	—	—	—	—	—	—	—	100	—
Oglethorpe University (1)	66.7	50.7	43.1	41.7	+	* 54.0	6.0	55	25	—	—	10.8
Piedmont College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Savannah College of Art and Design (1)	45.7	—	—	—	—	45.7	—	247	42	—	—	7.3
Shorter College (1)	50.1	45.8	34.1	30.8	—	43.0	6.1	59	39	—	8	—
Thomas University (1)	37.0	34.4	29.5	—	—	* 33.6	—	36	39	—	8	—
Wesleyan College (1)	56.0	47.2	37.8	—	—	* 45.3	—	46	57	—	—	—
DOCTORAL												
Clark Atlanta University (1)	60.7	49.5	40.9	33.8	—	46.7	6.3	292	38	—	5	1.7
Columbia Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Emory University (1)	118.5	74.9	64.3	—	—	89.7	10.5	532	32	—	11	28.6
Institute of Paper Science and Technology (1)	—	—	—	—	—	—	—	—	—	—	100	—
Interdenominational Theological Center (1)	—	—	—	—	—	—	—	—	—	—	100	—
Luther Rice Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Mercer University (1)	77.2	56.7	47.0	37.0	—	57.3	4.6	265	38	—	17	14.8
Mercer University in Atlanta (2)	—	—	—	—	—	—	—	—	—	—	—	—
Morehouse School of Medicine (1)	—	—	—	—	—	—	—	—	—	—	100	—
HAWAII												
Public												
AA												
Hawaii Community College (1)	56.2	50.6	45.5	41.4	—	49.4	5.6	68	46	—	18	9.3
Honolulu Community College (1)	58.9	51.8	50.2	39.9	—	51.4	6.1	103	31	—	7	9.5
Kapiolani Community College (1)	60.2	51.2	47.0	39.5	—	47.4	2.3	135	50	—	33	9.1
Kauai Community College (1)	58.3	50.7	49.1	42.3	—	* 49.0	—	47	38	—	16	9.3
Leeward Community College (1)	58.7	50.5	44.9	39.5	—	49.3	5.5	134	46	—	6	9.3
Maui Community College (1)	+	52.5	48.2	41.2	—	* 45.7	-0.2	57	53	—	25	9.0
Windward Community College (1)	57.3	50.3	+	41.0	—	* 52.1	—	32	41	—	3	9.5
BA												
University of Hawaii-West Oahu (1)	57.4	38.7	38.7	—	—	* 51.2	-3.7	24	38	—	—	9.4
BA+												
University of Hawaii at Hilo (1)	62.4	50.3	46.1	35.6	—	49.9	1.8	130	37	—	20	9.4
DOCTORAL												
University of Hawaii at Manoa (1)	79.9	60.3	52.8	39.7	—	64.8	3.3	794	37	—	20	10.6
Private												
AA												
Education America Inc (2)	—	—	—	—	—	—	—	—	—	—	—	—
Heald College-Honolulu (1)	—	—	—	—	—	—	—	—	—	—	100	—
BA												
Brigham Young University-Hawaii Campus (1)	96.8	75.6	62.5	50.9	—	72.5	3.5	100	25	—	15	22.5
BA+												
Chaminade University of Honolulu (1)	55.8	50.7	41.3	33.5	—	* 46.5	5.3	51	51	—	12	—
Hawaii Pacific University (1)	83.1	63.5	49.9	38.8	—	53.6	—	209	39	—	—	13.5

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
IDAHO												
Public												
AA												
College of Southern Idaho (1)	53.6	46.5	41.5	34.4	—	43.7	5.9	110	51	—	22	13.9
Eastern Idaho Technical College (1)	—	—	—	37.5	—	37.5	14.1	35	51	—	15	12.8
North Idaho College (1)	—	—	—	43.5	46.8	* 43.5	—	141	51	—	5	12.5
BA												
Lewis-Clark State College (1)	39.2	50.6	36.1	31.7	—	38.9	-9.2	125	44	—	5	10.0
DOCTORAL												
Boise State University (1)	63.3	55.0	46.2	39.2	41.2	53.6	10.0	473	33	—	5	15.5
Idaho State University (1)	64.9	51.9	44.3	38.6	30.6	48.2	6.6	475	40	—	20	17.4
University of Idaho (1)	71.1	56.7	50.3	34.5	31.4	56.5	6.4	466	30	—	23	15.7
Private												
BA												
Boise Bible College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Brigham Young University-Idaho (1)	—	—	—	—	46.3	46.3	-5.0	27	59	—	93	15.9
BA+												
Albertson College of Idaho (1)	56.6	47.7	39.6	20.6	—	* 45.7	—	76	39	—	—	6.0
Northwest Nazarene University (1)	—	—	—	—	42.0	42.0	0.3	79	35	—	10	11.9
ILLINOIS												
Public												
AA												
Black Hawk College (1)	61.1	53.9	42.1	34.9	—	50.0	-1.4	133	51	—	8	2.5
Carl Sandburg College (1)	—	—	—	—	43.9	43.9	6.7	68	47	—	—	5.0
City Colleges of Chicago-Harold Washington College (1)	78.4	72.7	63.0	47.3	—	65.8	0.6	90	47	—	—	12.8
City Colleges of Chicago-Harry S Truman College (1)	79.0	71.2	65.7	58.8	—	70.2	9.5	86	52	—	9	12.8
City Colleges of Chicago-Kennedy-King College (1)	86.1	74.3	72.4	58.1	—	68.9	10.7	57	46	—	30	—
City Colleges of Chicago-Malcolm X College (1)	76.8	74.6	72.9	61.0	—	70.4	6.5	63	49	—	3	—
City Colleges of Chicago-Olive-Harvey College (1)	83.6	71.4	67.6	54.1	—	65.3	8.2	71	51	—	—	12.8
City Colleges of Chicago-Richard J Daley College (1)	81.0	68.4	74.6	52.1	—	67.5	7.5	63	41	—	3	—
City Colleges of Chicago-Wilbur Wright College (1)	79.9	70.0	61.4	47.4	—	63.7	3.3	87	47	—	3	12.8
College of DuPage (1)	77.7	64.4	48.4	40.3	—	66.2	3.9	277	53	—	—	5.3
College of Lake County (1)	—	—	—	74.5	—	74.5	3.1	168	50	—	—	0.8
Danville Area Community College (1)	—	—	—	—	41.6	41.6	9.5	47	53	—	2	4.6
Elgin Community College (1)	81.7	69.6	+	49.2	—	* 73.3	—	108	47	—	—	3.4
Heartland Community College (1)	58.9	47.5	42.6	39.2	—	* 42.9	—	52	54	—	12	3.6
Highland Community College (1)	—	—	—	—	56.3	56.3	10.6	46	30	—	—	4.8
Illinois Central College (1)	55.6	44.8	38.8	34.3	50.5	* 44.0	—	171	42	—	9	3.4
Illinois Eastern Community Coll-Frontier Comm Coll (1)	+	—	—	—	—	+	-11	4	50	—	—	3.6
Illinois Eastern Community Colls-Lincoln Tr Coll (1)	43.0	—	—	—	—	43.0	11.5	28	36	—	18	4.4
Illinois Eastern Community Colls-Olney Ctrl Coll (1)	41.4	—	—	—	—	41.4	0.3	41	51	—	—	—
Illinois Eastern Community Colls-Wabash Vly Coll (1)	42.9	—	—	—	—	42.9	8.9	28	25	—	28	3.6
Illinois Valley Community College (1)	—	—	—	47.6	+	* 47.6	—	83	48	—	7	1.7
John A Logan College (1)	61.9	53.2	48.6	45.3	—	51.6	7.4	104	53	—	—	3.5
John Wood Community College (1)	—	—	—	—	39.8	39.8	10.1	47	62	—	4	2.2
Joliet Junior College (1)	86.5	—	+	—	54.9	* 59.5	4.2	162	41	—	—	—
Kankakee Community College (1)	—	—	—	—	55.1	55.1	9.4	54	48	—	—	5.7
Kaskaskia College (1)	—	—	—	—	44.5	44.5	-1.7	55	44	—	11	1.3

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Kishwaukee College (1)	—	—	—	42.8	—	42.8	1.5	73	48	—	—	3.5
Lake Land College (1)	—	—	—	—	41.1	41.1	3.0	107	49	—	—	2.6
Lewis and Clark Community College (1)	61.3	51.1	46.5	38.0	—	51.8	3.9	82	50	—	—	4.6
Lincoln Land Community College (1)	67.7	47.7	47.0	38.2	—	59.1	4.7	118	46	—	—	4.0
McHenry County College (1)	—	—	—	—	52.6	52.6	-1.4	88	43	—	—	5.6
Metropolitan Community College (2)	—	—	—	—	—	—	—	—	—	—	—	—
Moraine Valley Community College (1)	72.3	62.0	42.1	35.0	—	53.5	0.1	158	52	—	—	1.0
Morton College (1)	—	—	—	56.2	—	56.2	7.1	49	49	—	—	8.5
Oakton Community College (1)	80.0	60.0	49.1	47.0	—	67.5	1.2	134	54	—	—	4.1
Parkland College (1)	67.6	48.3	37.8	40.2	+	*52.0	—	169	47	—	—	4.3
Prairie State College (1)	60.8	46.9	40.0	—	—	52.2	-1.8	78	55	—	—	2.0
Rend Lake College (1)	55.0	45.0	—	38.0	+	*48.6	—	59	47	—	22	4.1
Richland Community College (1)	54.5	44.0	39.3	33.0	+	*45.0	—	61	46	—	8	4.6
Rock Valley College (1)	—	—	—	51.4	—	51.4	1.9	132	44	—	6	3.6
Sauk Valley Community College (1)	49.7	43.1	40.3	31.9	—	*42.3	—	52	38	—	2	6.5
Shawnee Community College (1)	—	—	—	42.9	—	42.9	2.4	38	61	—	3	3.7
South Suburban College (1)	—	—	—	—	55.7	55.7	0.9	116	59	—	—	6.1
Southeastern Illinois College (1)	—	—	—	48.4	37.3	44.7	5.3	57	42	—	32	4.0
Southwestern Illinois College (1)	—	—	—	52.1	+	*52.1	—	103	48	—	1	2.9
Spoon River College (1)	—	—	—	—	42.9	42.9	9.0	39	44	—	—	—
Triton College (1)	—	—	—	—	60.4	60.4	5.3	127	45	—	—	—
Waubonsee Community College (1)	64.1	+	52.9	50.9	—	*52.1	—	71	48	—	—	—
William Rainey Harper College (1)	83.5	65.1	49.5	40.2	+	*61.0	—	183	59	—	—	2.1
BA+												
Chicago State University (1)	70.8	58.7	51.2	32.6	—	*53.8	—	306	50	—	6	10.4
Eastern Illinois University (1)	68.2	56.5	44.2	32.1	—	52.5	19.5	505	43	—	—	10.5
Governors State University (1)	—	—	—	—	43.6	*43.6	—	5	60	—	97	10.3
Northeastern Illinois University (1)	71.7	57.9	48.5	28.9	—	51.7	-4.0	330	46	—	6	12.6
Western Illinois University (1)	71.9	56.2	46.5	33.3	—	*54.4	—	590	39	—	6	12.4
DOCTORAL												
Illinois State University (1)	71.2	55.6	48.7	—	34.2	53.5	6.8	807	42	—	5	12.1
Northern Illinois University (1)	77.9	59.1	50.3	39.4	—	58.0	11.8	829	42	—	7	12.6
Southern Illinois University-Carbondale (1)	75.9	56.8	47.4	29.0	—	50.1	1.2	938	40	—	30	12.0
Southern Illinois University-Edwardsville (1)	71.0	58.2	46.3	35.1	—	53.8	11.7	408	43	—	16	12.5
University of Illinois at Chicago (1)	94.4	67.5	58.0	36.5	+	*70.1	—	1,024	36	—	21	14.3
University of Illinois at Springfield (1)	71.5	58.3	47.4	—	—	*57.6	—	160	37	—	4	12.7
University of Illinois at Urbana-Champaign (1)	99.9	69.7	58.7	41.0	37.9	76.3	2.0	2,004	27	—	12	15.0
Private												
AA												
Lexington College (1)	—	—	—	—	—	—	—	—	—	—	100	—
MacCormac College (1)	+	+	+	—	—	+	—	6	50	—	—	5.1
Morrison Institute of Technology (1)	—	—	—	—	33.0	33.0	—	7	57	—	—	—
Ravenswood Hosp Med Ctr-Henry J Kutsch Sch of Nurs (1)	—	—	—	—	—	—	—	—	—	—	100	—
Springfield College in Illinois (1)	—	—	—	—	29.8	29.8	1.2	18	44	—	—	—
BA												
Augustana College (1)	65.7	54.1	43.6	40.7	—	53.2	7.3	141	39	—	1	13.6
Blackburn College (1)	41.8	—	—	—	—	41.8	9.7	33	27	—	—	—
Blessing Rieman College of Nursing (1)	—	50.6	44.7	—	—	47.0	17.8	13	100	—	—	56.6
East-West University (1)	—	50.1	37.3	—	—	*40.8	—	13	46	—	—	6.4

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Eureka College (1)	48.8	42.4	37.5	24.9	—	* 42.0	—	41	39	—	13	—
Illinois College (1)	63.2	48.8	39.4	31.0	—	* 48.9	—	56	32	—	—	12.3
Illinois Wesleyan University (1)	75.1	58.9	45.3	38.3	—	56.5	9.3	155	42	—	—	16.6
Judson College (1)	58.6	50.8	38.0	—	—	* 47.7	7.4	51	25	—	—	8.2
Kendall College (1)	+	—	43.0	—	—	* 43.0	11.2	12	75	—	57	6.5
Knox College (1)	63.2	47.8	39.4	40.3	—	* 49.1	—	88	36	—	—	13.4
Lakeview College of Nursing (1)	—	—	—	—	—	—	—	—	—	—	100	—
Lincoln College (1)	—	—	—	—	40.0	40.0	7.8	45	47	—	—	8.4
MacMurray College (1)	42.0	38.6	34.2	31.4	—	* 36.4	—	48	38	—	6	6.8
McKendree College (1)	56.6	48.3	44.5	35.5	—	47.8	7.6	63	49	—	—	11.9
Monmouth College (1)	62.3	50.1	41.9	33.2	—	* 50.5	11.7	58	33	—	—	12.0
Principia College (1)	60.8	51.2	46.3	39.0	+	* 51.3	—	50	34	—	—	13.4
Robert Morris College (1)	—	—	—	—	45.7	45.7	9.9	120	46	—	4	—
Robert Morris College-Orland Park Branch (2)	—	—	—	—	—	—	—	—	—	—	—	—
Robert Morris College-Springfield Branch (2)	—	—	—	—	—	—	—	—	—	—	—	—
Saint Anthony College of Nursing (3)	—	—	—	—	—	40.2	—	5	—	—	—	—
Saint Augustine College (1)	—	—	+	31.1	—	* 31.1	—	18	61	—	—	6.1
Shimer College (1)	—	—	—	—	35.6	* 35.6	—	6	33	—	33	8.9
St Johns College (1)	—	+	43.5	39.7	—	* 42.2	—	13	100	—	—	7.7
St Sava Serbian Orthodox School of Theology (0)	39.0	—	—	20.1	—	* 28.2	—	12	25	—	—	—
Trinity Christian College (1)	54.7	47.9	41.8	—	—	* 47.5	—	45	40	—	8	13.2
Trinity College of Nursing (1)	+	50.8	43.2	—	—	* 48.0	—	10	100	—	—	13.3
BA+												
Barat College (3)	—	—	—	—	—	51.2	—	41	—	—	—	—
Bradley University (1)	76.7	60.1	50.9	36.1	—	58.6	13.1	319	32	—	1	11.7
Columbia College Chicago (1)	—	—	—	53.1	—	53.1	5.5	270	41	—	4	13.3
Dominican University (1)	61.4	52.8	46.3	—	—	* 51.3	—	90	58	—	—	12.8
Elmhurst College (1)	68.7	55.3	47.9	42.1	—	55.2	8.8	112	46	—	—	12.5
Greenville College (1)	46.4	40.4	35.9	29.5	—	39.0	0.5	57	30	—	5	10.6
John Marshall Law School (1)	120.1	92.7	77.3	—	—	* 109.2	—	52	35	—	5	75.0
Knowledge Systems Institute (1)	—	—	—	—	—	—	—	—	—	—	100	—
Lake Forest College (1)	75.4	59.7	45.9	—	—	* 58.2	7.1	84	37	—	—	15.4
Lewis University (1)	61.6	61.8	43.2	40.2	—	52.1	8.0	141	43	—	—	11.8
Lincoln Christian College and Seminary (1)	48.4	41.2	39.4	20.6	—	* 41.4	2.2	44	25	—	—	—
Mennonite College of Nursing (2)	—	—	—	—	—	—	—	—	—	—	—	—
Midwestern University (1)	—	—	—	—	—	—	—	—	—	—	100	—
Millikin University (1)	60.9	51.4	40.2	35.8	—	45.5	—	159	40	—	—	13.8
North Central College (1)	63.6	53.7	45.1	35.9	—	* 53.5	—	99	42	—	—	12.0
Olivet Nazarene University (1)	50.5	42.4	32.7	—	—	* 46.0	—	81	36	—	—	13.1
Quincy University (1)	52.3	43.4	36.5	—	+	* 42.9	9.1	61	30	—	—	9.0
Ravenswood Hospital Medical Center-Sch of Anesth (2)	—	—	—	—	—	—	—	—	—	—	—	—
Rockford College (1)	53.4	43.3	34.9	—	—	* 43.6	—	78	45	—	—	13.9
Saint Francis Medical Center College of Nursing (1)	+	+	48.0	46.7	—	* 47.7	13.5	18	100	—	—	8.5
Saint Xavier University (1)	66.4	56.9	45.6	—	—	* 55.6	7.8	145	54	—	—	12.5
School of Art Institute of Chicago (1)	68.5	57.5	46.9	—	+	* 59.3	14.3	120	40	—	—	14.0
University of St Francis (1)	57.5	53.1	43.9	—	—	48.9	8.8	67	60	—	12	13.8
VanderCook College of Music (1)	—	—	—	—	—	—	—	—	—	—	100	—
DOCTORAL												
Adler School of Professional Psychology (1)	—	—	—	—	—	—	—	—	—	—	100	—
Aurora University (1)	65.1	51.2	46.7	40.0	—	51.4	9.1	78	60	—	10	12.3

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Benedictine University (1)	62.8	56.7	44.9	36.1	—	53.1	11.8	96	35	—	—	12.3
Catholic Theological Union at Chicago (1)	50.1	40.8	35.8	—	—	43.7	28.2	26	38	—	—	—
Chicago School of Professional Psychology (1)	—	—	—	—	—	—	—	—	—	—	100	—
Chicago Theological Seminary (1)	+	57.2	46.8	—	—	* 51.3	8.9	13	23	—	—	—
Concordia University (1)	52.0	47.4	40.2	—	—	46.3	—	88	42	—	—	10.3
DePaul University (1)	93.8	67.5	54.4	50.3	—	67.1	4.8	680	39	—	5	14.9
Garrett Evangelical Theological Seminary (1)	63.9	58.1	+	—	—	* 61.8	6.9	22	32	—	12	—
Illinois Institute of Technology (1)	95.3	71.2	62.3	46.5	—	73.6	11.4	292	18	—	14	17.2
Loyola University Chicago (1)	85.4	59.8	51.6	—	—	67.1	6.3	417	37	—	11	19.1
Lutheran School of Theology at Chicago (1)	—	—	—	—	—	—	—	—	—	—	100	—
McCormick Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
National-Louis University (1)	63.3	49.8	41.7	35.5	35.0	* 46.6	—	288	66	—	3	9.7
North Park University (1)	55.5	45.5	40.1	—	—	* 48.2	—	93	46	—	—	11.9
Northwestern University (1)	122.3	80.3	69.1	—	—	100.6	9.8	907	25	—	—	21.1
Roosevelt University (1)	—	—	—	—	—	—	—	—	—	—	100	—
Spertus College (3)	—	—	—	—	—	—	—	—	—	—	—	—
Trinity International University (1)	63.9	52.8	41.5	—	—	* 52.4	2.3	75	16	—	—	—
University of Chicago (1)	133.1	83.1	71.7	44.4	—	100.8	5.0	823	25	—	15	22.4
University of Saint Mary of the Lake (1)	—	—	—	—	—	—	—	—	—	—	100	—
Wheaton College (1)	69.7	57.6	46.6	—	—	* 59.0	—	179	26	—	1	19.9
INDIANA												
Public												
AA												
Ivy Tech State College-Bloomington (1)	+	36.2	32.0	30.9	—	* 33.0	—	33	61	—	—	—
Ivy Tech State College-Central Indiana (1)	+	43.8	36.4	32.5	—	* 36.9	9.2	99	51	—	—	11.7
Ivy Tech State College-Columbus (1)	40.9	36.8	33.0	—	—	* 35.7	8.9	29	55	—	—	13.0
Ivy Tech State College-East Central (1)	+	41.1	38.4	34.7	—	* 37.5	—	59	58	—	—	12.2
Ivy Tech State College-Kokomo (1)	+	41.5	34.1	31.1	—	* 34.3	—	39	44	—	—	—
Ivy Tech State College-Lafayette (1)	47.6	40.6	36.7	33.5	—	* 37.4	8.1	48	63	—	—	12.4
Ivy Tech State College-Northcentral (1)	—	43.6	34.0	32.0	—	* 35.2	—	56	55	—	—	12.6
Ivy Tech State College-Northeast (1)	—	41.0	37.3	35.3	—	* 37.5	—	68	51	—	—	12.3
Ivy Tech State College-Northwest (1)	44.1	38.8	35.3	31.0	—	* 35.1	6.5	83	55	—	—	11.4
Ivy Tech State College-South Central (1)	40.6	36.8	33.7	31.3	—	* 35.2	—	37	49	—	—	12.5
Ivy Tech State College-Southeast (1)	+	35.7	32.1	—	—	* 34.5	10.9	30	73	—	—	13.2
Ivy Tech State College-Southwest (1)	48.3	42.1	38.6	36.9	—	41.3	12.0	61	61	—	—	14.0
Ivy Tech State College-Wabash Valley (1)	+	38.3	35.0	32.7	—	* 34.9	—	62	56	—	—	13.7
Ivy Tech State College-Whitewater (1)	+	38.5	36.2	29.2	—	* 34.5	6.0	23	61	—	—	14.2
Vincennes University (1)	52.3	44.4	38.9	31.3	33.4	* 46.2	0.3	296	39	—	4	12.0
BA+												
Indiana University-East (1)	60.0	47.9	39.4	39.8	—	* 44.6	9.0	52	56	—	12	14.6
Indiana University-Kokomo (1)	64.2	54.0	47.1	36.9	—	* 51.0	5.4	61	57	—	10	16.2
Indiana University-Northwest (1)	63.7	57.3	44.8	38.7	—	* 53.9	—	118	37	—	9	19.6
Indiana University-Purdue University-Fort Wayne (1)	63.4	51.3	45.6	31.1	—	* 48.2	—	270	38	—	14	15.1
Indiana University-South Bend (1)	71.6	53.4	44.0	33.0	—	50.3	8.6	170	47	—	20	16.5
Indiana University-Southeast (1)	66.3	56.6	48.2	37.2	—	53.2	5.5	143	45	—	5	17.4
Purdue University-Calumet Campus (1)	68.0	53.8	43.9	29.4	—	49.0	3.2	255	46	—	8	15.0
Purdue University-North Central Campus (1)	+	48.5	40.9	—	—	* 44.7	—	74	43	—	13	14.8
University of Southern Indiana (1)	64.7	53.3	45.0	36.6	—	47.4	5.2	243	47	—	8	14.5

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
DOCTORAL												
Ball State University (1)	69.1	54.7	42.7	32.9	—	51.4	2.7	781	39	—	7	18.1
Indiana State University (1)	66.1	52.5	44.4	27.6	34.4	52.1	6.2	516	36	—	5	17.4
Indiana University-Bloomington (1)	93.2	63.8	55.7	48.8	—	73.7	13.7	1,183	32	—	14	24.2
Indiana University-Purdue University-Indianapolis (1)	80.7	60.8	51.8	36.4	—	* 60.0	—	505	43	—	31	18.8
Purdue University-Main Campus (1)	93.0	63.4	56.4	31.2	—	68.4	5.8	1,279	27	—	30	19.8
Private												
AA												
Ancilla College (1)	—	+	34.1	29.1	—	* 31.9	7.9	10	30	—	—	—
Ball Memorial Hospital School of Radiologic Techn (3)	—	—	—	—	—	—	—	—	—	—	—	—
Holy Cross College (1)	+	39.0	34.3	—	—	* 36.6	4.7	23	26	—	15	—
Mid-America College of Funeral Service (3)	—	—	—	—	—	—	—	—	—	—	—	—
IIA												
Calumet College of Saint Joseph (1)	45.5	+	+	—	—	* 45.5	18.4	11	27	—	48	4.2
Davenport University-Merrillville Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Davenport University-South Bend Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
DePauw University (1)	72.9	59.8	47.6	—	—	61.7	10.9	182	38	—	—	18.4
Franklin College of Indiana (1)	54.7	46.8	40.3	—	—	49.2	8.5	54	30	—	—	12.4
Goshen College (1)	51.6	42.5	35.6	—	—	43.1	7.2	78	42	—	—	10.9
Hanover College (1)	66.1	52.9	43.7	41.1	—	* 52.8	—	83	34	—	—	15.0
Marian College (1)	52.3	40.8	36.3	—	—	* 39.7	—	62	50	—	2	12.6
Saint Mary's College (1)	66.3	53.3	44.7	—	—	55.4	9.3	111	56	—	—	16.4
Taylor University-Ft Wayne (1)	45.8	38.4	35.5	—	—	* 40.8	—	24	25	—	—	18.2
Taylor University-Upland (1)	51.3	43.1	37.5	30.7	—	44.3	7.7	117	29	—	1	21.2
Tri-State University (1)	50.2	42.3	40.5	—	—	44.1	8.2	62	16	—	—	13.7
Tri-State University-Fort Wayne Campus (2)	—	—	—	—	—	—	—	—	—	—	—	—
Tri-State University-South Bend Campus (2)	—	—	—	—	—	—	—	—	—	—	—	—
Wabash College (1)	—	—	—	—	—	—	—	—	—	—	100	—
IIA+												
Associated Mennonite Biblical Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Bethel College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Butler University (1)	67.0	57.1	43.7	32.6	45.2	* 52.7	—	243	39	—	12	12.9
Earlham College (1)	64.2	50.9	42.4	—	—	54.7	8.0	82	39	—	—	15.1
Huntington College (1)	55.6	46.4	39.6	—	—	* 47.4	—	55	35	—	—	16.5
Indiana Institute of Technology (1)	53.2	49.3	46.5	—	—	* 49.4	—	27	22	—	—	11.4
Indiana Wesleyan University (1)	51.6	46.8	39.3	35.3	—	* 44.0	—	106	41	—	15	15.3
Manchester College (1)	48.6	45.7	37.3	—	—	* 43.3	—	67	39	—	4	10.8
Martin University (1)	—	—	—	—	—	—	—	—	—	—	100	—
Oakland City University (1)	38.6	37.0	33.4	30.3	—	35.4	10.3	33	39	—	—	6.9
Rose-Hulman Institute of Technology (1)	83.8	66.3	59.3	—	—	* 69.2	—	116	14	—	9	20.9
Saint Josephs College (1)	44.8	34.8	37.8	—	—	* 38.3	6.3	51	37	—	4	—
Saint Mary-of-The-Woods College (1)	46.6	38.0	34.8	—	—	* 38.9	—	56	68	—	—	3.1
Saint Meinrad School of Theology (1)	55.9	45.7	39.6	33.9	—	* 44.0	—	19	11	—	—	—
University of Evansville (1)	68.2	54.0	42.6	43.2	—	52.3	5.2	173	31	—	—	13.5
University of Saint Francis (1)	50.3	41.4	37.4	35.9	—	* 39.2	—	72	60	—	18	7.0
Valparaiso University (1)	76.5	52.2	43.5	36.7	—	54.3	6.5	213	35	—	0	16.4
DOCTORAL												
Anderson University (1)	50.0	44.6	41.4	31.8	—	44.6	7.7	134	39	—	5	10.5
Christian Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Concordia Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Grace College and Theological Seminary (1)	45.1	36.1	+	—	—	* 41.7	—	37	22	—	—	5.4
University of Indianapolis (1)	64.0	54.0	44.7	38.0	—	49.1	1.9	131	50	—	18	10.9
University of Notre Dame (1)	109.9	73.6	64.3	71.8	—	* 87.3	—	763	22	—	—	21.9
IOWA												
Public												
AA												
Des Moines Area Community College (1)	—	—	—	—	46.1	46.1	12.4	159	60	—	40	12.2
Eastern Iowa Community College District (1)	—	—	—	39.4	—	39.4	2.0	112	53	—	28	10.7
Hawkeye Community College (1)	—	—	—	39.0	—	39.0	3.0	100	41	—	14	15.6
Indian Hills Community College (1)	—	—	—	—	40.0	40.0	7.3	71	61	—	42	8.3
Indian Hills Community College-Centerville Campus (2)	—	—	—	—	—	—	—	—	—	—	—	—
Iowa Central Community College (1)	45.4	42.2	43.7	41.4	—	* 42.4	4.4	57	46	—	25	9.6
Iowa Lakes Community College (1)	43.2	+	35.4	32.1	—	* 39.3	2.2	35	54	—	53	14.0
Iowa Valley Community College District (1)	47.1	41.0	37.1	31.1	—	40.2	8.3	72	44	—	—	13.7
Iowa Western Community College (1)	45.9	41.1	36.0	31.0	—	36.3	3.5	85	49	—	17	9.9
Kirkwood Community College (1)	47.9	43.0	37.6	35.7	—	41.1	5.8	113	45	—	52	12.1
North Iowa Area Community College (1)	—	—	—	43.0	—	43.0	6.3	64	38	—	30	11.7
Northeast Iowa Community College-Calmar (1)	—	—	—	—	—	—	—	—	—	—	100	—
Northwest Iowa Community College (1)	—	—	—	—	34.1	34.1	6.9	18	39	—	53	12.9
Southeastern Community College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Southwestern Community College (1)	—	—	—	34.9	—	34.9	3.1	27	48	—	41	—
Western Iowa Tech Community College (1)	—	—	—	36.4	—	36.4	2.7	67	55	—	22	10.6
DOCTORAL												
Iowa State University (1)	87.5	65.9	54.3	41.2	—	68.6	6.4	889	29	—	31	17.8
University of Iowa (1)	94.5	61.3	54.0	—	—	75.0	7.7	940	32	—	21	19.3
University of Northern Iowa (1)	73.9	57.5	47.9	41.3	—	56.5	9.1	640	41	—	1	16.7
Private												
AA												
American Institute of Business (1)	—	—	—	22.5	—	22.5	-21	4	100	—	83	2.8
St Luke's College (1)	—	—	—	—	—	—	—	—	—	—	100	—
BA												
Central College (1)	55.0	47.8	40.3	—	—	* 47.3	8.3	82	34	—	—	10.2
Cornell College (1)	62.2	49.7	41.5	—	—	* 52.9	—	76	39	—	—	—
Divine Word College (1)	+	+	34.9	—	—	* 34.9	9.4	15	60	—	—	11.7
Grinnell College (1)	93.5	66.3	48.3	44.0	—	* 64.8	—	160	39	—	—	17.9
Iowa Wesleyan College (1)	35.0	32.5	30.5	28.7	—	31.6	11.4	44	48	—	6	7.9
Luther College (1)	63.3	50.8	42.8	36.0	—	49.7	2.2	174	41	—	—	16.1
Mercy College of Health Sciences (1)	—	36.7	33.9	—	—	34.8	10.3	12	100	—	33	—
Mount Mercy College (1)	49.8	43.0	38.9	—	—	* 43.2	—	65	55	—	2	—
Mount St Clare College (1)	43.2	35.9	32.9	29.2	29.5	* 34.7	—	23	48	—	4	6.4
Northwestern College (1)	52.9	45.5	39.4	33.2	—	* 43.3	—	72	25	—	—	12.6
Vennard College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Waldorf College (1)	45.3	40.0	34.8	—	—	* 38.9	—	32	41	—	22	10.3
Wartburg College (1)	57.2	46.2	42.8	41.0	—	47.6	4.2	90	42	—	—	15.5
William Penn University (1)	41.9	35.2	33.6	29.7	—	* 34.6	10.6	36	33	—	10	9.9

BEST COPY AVAILABLE

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
BA+												
Allen College (1)	—	49.3	43.2	—	—	44.4	7.2	16	100	—	16	9.3
Briar Cliff University (1)	40.9	36.9	34.1	33.0	—	*37.4	—	45	47	—	—	8.4
Buena Vista University (1)	70.1	54.2	43.7	35.9	—	49.7	11.4	81	40	—	1	12.5
Clarke College (1)	53.3	43.7	41.0	32.4	+	*41.0	—	87	67	—	5	8.8
Coe College (1)	61.0	46.6	42.1	—	—	51.2	5.9	72	33	—	—	18.7
Des Moines University-Osteopathic Medical Center (1)	—	—	—	—	—	—	—	—	—	—	100	—
Dordt College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Faith Baptist Bible College and Theological Sem (1)	37.3	33.8	31.3	—	—	34.6	7.8	19	16	—	—	—
Graceland University-Lamoni (1)	58.0	45.3	38.2	—	—	*45.2	—	72	46	—	13	10.0
Grand View College (1)	40.9	35.5	31.0	28.2	—	34.9	-10	69	55	—	—	5.1
Loras College (1)	51.6	44.3	38.7	—	—	*44.8	3.8	115	32	—	—	10.3
Marycrest International University (1)	44.9	41.7	37.4	—	—	*39.5	—	33	48	—	3	5.8
Morningside College (1)	46.8	41.2	38.9	32.1	—	*42.0	—	62	39	—	—	10.9
Palmer College of Chiropractic (1)	—	—	—	—	—	—	—	—	—	—	100	—
Simpson College (1)	66.5	46.0	41.4	36.9	—	50.0	9.1	83	30	—	1	13.0
University of Dubuque (1)	47.1	51.3	43.0	38.5	—	*44.8	—	41	27	—	—	10.0
Upper Iowa University (1)	+	42.2	37.3	26.2	—	*37.9	—	37	43	—	—	—
Wartburg Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
DOCTORAL												
Drake University (1)	71.9	50.9	44.9	39.8	—	*56.4	—	224	37	—	12	13.7
Saint Ambrose University (1)	54.2	45.2	41.5	—	+	*47.9	—	121	36	—	17	11.7
KANSAS												
Public												
AA												
Allen County Community College (1)	—	—	—	30.6	—	30.6	0.9	31	29	—	3	5.6
Barton County Community College (1)	—	—	—	—	36.1	36.1	9.8	48	50	—	35	7.9
Butler County Community College (1)	—	—	—	39.2	—	39.2	8.7	126	53	—	1	11.0
Cloud County Community College (1)	—	—	—	33.0	—	33.0	2.6	39	41	—	15	7.5
Coffeyville Community College & Area Tech School (1)	—	—	—	35.0	—	35.0	6.9	46	41	—	18	6.4
Colby Community College (1)	—	—	—	34.6	—	34.6	-3.1	55	55	—	—	6.4
Cowley County Community College (1)	—	—	—	—	41.5	41.5	1.9	49	49	—	—	10.3
Dodge City Community College (1)	41.8	34.9	29.8	28.5	—	*36.1	—	55	49	—	—	7.0
Flint Hills Technical College (1)	—	—	—	37.2	—	37.2	4.8	25	32	—	17	5.6
Fort Scott Community College (1)	—	—	—	37.0	—	37.0	36.9	25	44	—	46	4.7
Garden City Community College (1)	—	—	—	41.6	—	41.6	11.3	60	38	—	20	6.5
Highland Community College (1)	—	—	—	—	35.3	35.3	11.4	30	40	—	—	6.2
Hutchinson Community College (1)	—	—	—	39.0	—	39.0	1.1	92	47	—	13	4.7
Independence Community College (1)	—	—	—	37.3	—	37.3	-2.6	29	34	—	6	7.1
Johnson County Community College (1)	57.8	48.4	44.4	43.1	—	52.6	6.2	274	48	—	7	18.7
Kansas City Kansas Community College (1)	58.7	48.6	42.9	37.1	—	49.6	4.4	112	49	—	—	9.1
Labette Community College (1)	—	—	—	35.9	—	35.9	-3.2	30	47	—	—	7.2
Manhattan Area Technical College (1)	—	—	—	—	41.7	*41.7	—	11	9	—	59	4.8
Neosho County Community College (1)	—	—	—	32.8	—	32.8	3.0	43	35	—	9	6.2
North Central Kansas Technical College (1)	—	—	—	—	32.0	32.0	4.6	39	36	—	—	5.1
Northeast Kansas Technical College (1)	—	—	—	31.2	—	31.2	—	21	52	—	—	6.7
Northwest Kansas Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Pratt Community College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Seward County Community College (1)	—	—	—	34.8	—	34.8	6.9	34	56	—	23	7.5
Wichita Area Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
BA												
Haskell Indian Nations University (1)	—	—	—	52.3	—	52.3	7.3	58	40	—	—	5.3
BA+												
Fort Hays State University (1)	55.4	46.1	41.2	35.5	—	44.4	4.3	198	34	—	21	10.7
Pittsburg State University (1)	63.9	53.4	44.5	35.8	—	50.2	10.5	240	37	—	17	11.6
Washburn University of Topeka (1)	77.4	57.4	43.4	35.5	—	* 56.3	7.3	214	41	—	5	13.3
DOCTORAL												
Emporia State University (1)	59.1	51.0	45.3	34.8	—	48.4	10.1	220	37	—	9	11.0
Kansas State University (1)	73.2	57.1	50.8	35.4	—	57.3	10.2	683	29	—	20	12.8
University of Kansas Main Campus (1)	84.5	59.6	50.6	30.6	—	67.2	9.4	949	29	—	5	15.3
University of Kansas Medical Center (1)	—	—	—	—	—	—	—	—	—	—	100	—
Wichita State University (1)	74.2	57.7	49.9	33.0	37.5	56.3	10.7	430	37	—	10	12.5
Private												
AA												
Donnelly College (1)	—	—	—	—	23.9	23.9	4.8	14	64	—	—	—
Hesston College (1)	—	—	—	—	30.3	30.3	3.0	33	36	—	15	6.9
BA												
Baker University College of Arts and Sciences (1)	53.8	44.1	35.8	—	—	* 44.2	—	64	44	—	—	—
Barclay College (1)	—	+	+	26.2	—	* 26.2	5.0	8	25	—	11	8.9
Bethany College (1)	36.8	31.4	29.2	—	—	* 31.5	—	35	23	—	—	7.2
Bethel College (1)	38.5	33.7	32.9	29.0	—	* 34.5	1.0	45	31	—	2	9.8
Central Christian College of Kansas (1)	—	—	—	—	27.8	27.8	5.9	16	19	—	—	8.0
Manhattan Christian College (1)	+	34.8	33.1	—	—	* 34.0	—	9	11	—	31	—
McPherson College (1)	39.7	33.3	28.8	—	—	* 33.2	—	40	33	—	5	9.1
Ottawa University (1)	+	38.3	38.6	—	—	* 38.5	10.7	18	39	—	14	—
Sterling College (1)	40.9	+	31.1	27.5	—	* 32.5	—	34	32	—	—	—
BA+												
Benedictine College (1)	45.1	39.5	34.2	29.3	—	* 37.0	3.1	57	25	—	—	7.0
Central Baptist Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Friends University (1)	50.5	45.6	45.3	—	—	* 46.8	5.8	60	45	—	15	10.6
Kansas Wesleyan University (1)	39.9	35.6	33.3	30.8	—	* 35.3	—	44	52	—	—	9.4
Midamerica Nazarene University (1)	46.9	38.4	34.2	—	—	* 39.9	—	58	43	—	18	10.4
Newman University (1)	50.3	42.6	38.0	35.7	—	* 41.1	—	52	54	—	20	8.7
Ottawa University-Kansas City (1)	—	—	—	—	—	—	—	—	—	—	100	—
Saint Mary College (1)	47.3	36.6	33.5	32.4	—	* 36.4	12.8	36	50	—	—	4.8
Southwestern College (1)	48.9	43.0	35.5	—	—	* 40.2	—	47	45	—	10	8.4
Tabor College (1)	36.5	31.6	27.7	24.7	—	* 30.2	—	32	25	—	6	8.3
KENTUCKY												
Public												
AA												
Ashland Community College (1)	55.6	45.3	—	33.5	—	* 47.4	—	55	55	—	14	—
Ashland Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Bowling Green Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Central Kentucky Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Cumberland Valley Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Elizabethtown Community College (1)	57.6	42.1	34.4	33.7	—	43.3	3.7	71	54	—	12	9.4
Elizabethtown Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Hazard Community College (1)	52.4	39.9	35.6	34.5	—	41.4	7.6	65	62	—	27	—

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Hazard Technical College (1)	—	—	+	28.7	—	* 28.7	—	6	17	—	81	7.6
Henderson Community College (1)	51.0	41.3	35.2	—	—	* 44.0	1.0	41	71	—	13	9.3
Hopkinsville Community College (1)	55.6	43.1	31.6	30.0	—	* 43.4	—	40	53	—	42	8.5
Jefferson Community College (1)	53.4	43.8	37.7	38.8	—	44.7	5.9	212	58	—	6	—
Jefferson Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Laurel Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Lexington Community College (1)	54.5	44.8	38.1	34.4	—	43.3	14.4	143	58	—	5	10.7
Madisonville Community College (1)	54.5	41.4	34.3	39.1	—	44.0	6.4	53	55	—	12	9.7
Madisonville Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Mayo Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Maysville Community College (1)	53.1	42.4	33.4	33.0	—	* 42.2	—	34	62	—	28	—
Northern Kentucky Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Owensboro Community College (1)	46.4	43.6	35.0	35.2	—	41.1	3.2	53	45	—	10	8.5
Owensboro Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Paducah Community College (1)	54.6	44.2	35.6	31.3	—	* 46.6	—	57	56	—	16	—
Prestonsburg Community College (1)	52.3	43.1	34.1	34.0	—	* 44.8	—	61	46	—	14	10.3
Somerset Community College (1)	54.0	42.8	35.3	30.3	—	* 45.6	6.1	58	50	—	19	—
Somerset Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Southeast Community College (1)	51.6	42.0	34.9	38.5	—	* 43.1	—	67	46	—	18	10.1
West Kentucky Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
BA+												
Eastern Kentucky University (1)	67.3	58.4	45.9	34.9	—	52.6	0.6	524	46	—	9	14.2
Kentucky State University (1)	+	54.6	43.8	35.1	+	* 46.5	6.6	67	48	—	42	—
Morehead State University (1)	62.8	48.3	42.8	29.0	—	46.0	4.6	340	39	—	—	13.2
Murray State University (1)	65.6	53.1	46.0	36.2	—	* 50.2	—	320	36	—	15	14.1
Northern Kentucky University (1)	71.5	53.6	48.1	31.7	—	* 48.9	—	425	45	—	10	10.8
DOCTORAL												
University of Kentucky (1)	86.3	60.0	51.0	40.0	—	* 66.3	3.8	829	32	—	29	14.5
University of Louisville (1)	81.5	59.2	47.4	37.3	—	61.6	17.4	503	39	—	30	14.5
Western Kentucky University (1)	66.3	51.4	44.3	33.8	42.9	* 50.2	2.3	555	41	—	6	14.6
Private												
AA												
Saint Catharine College (1)	+	31.2	28.1	26.4	—	* 29.4	—	21	33	—	45	—
BA												
Alice Lloyd College (1)	37.1	30.8	28.0	21.1	—	* 25.9	—	44	48	—	—	8.2
Berea College (1)	67.7	52.0	45.5	39.1	—	54.9	9.5	131	39	—	—	13.1
Centre College of Kentucky (1)	69.2	55.8	44.1	—	—	57.5	15.2	90	29	—	—	13.9
Clear Creek Baptist Bible College (1)	+	31.3	+	—	—	* 31.3	8.0	8	—	—	11	16.4
Kentucky Wesleyan College (1)	44.1	38.8	32.6	—	—	* 38.7	—	41	34	—	5	13.1
Mid-Continent College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Midway College (1)	+	35.5	36.7	34.8	—	* 35.8	—	34	79	—	11	7.6
Pikeville College (1)	46.8	38.4	35.0	29.1	—	38.0	8.8	62	53	—	23	—
Transylvania University (1)	66.0	55.4	41.9	40.8	—	53.0	3.1	80	38	—	—	—
BA+												
Asbury College (1)	49.1	43.4	36.8	—	—	* 44.2	—	91	27	—	1	13.6
Bellarmine University (1)	63.2	54.0	44.0	—	—	* 51.9	5.1	95	42	—	13	12.8
Brescia University (1)	+	41.1	35.1	—	—	* 38.2	—	32	47	—	6	8.5
Campbellsville University (1)	42.3	38.6	33.5	27.0	—	* 35.8	—	65	40	—	7	10.1
Cumberland College (1)	—	—	—	—	—	—	—	—	—	—	100	—

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Georgetown College (1)	60.8	45.5	40.5	—	—	*47.3	11.5	88	33	—	4	9.7
Kentucky Christian College (1)	38.8	36.3	35.2	—	—	*38.1	—	27	19	—	10	—
Lindsey Wilson College (1)	55.3	42.2	37.8	32.2	—	39.9	3.6	56	41	—	3	16.5
Thomas More College (1)	46.2	37.8	33.2	—	—	*38.9	—	75	39	—	—	8.7
Union College (1)	39.6	34.1	32.5	33.9	—	*35.7	—	45	40	—	—	7.8
DOCTORAL												
Asbury Theological Seminary (1)	66.2	+	48.3	—	—	*61.5	2.1	45	18	—	2	19.2
Lexington Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisville Presbyterian Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Southern Baptist Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Spalding University (1)	54.8	44.8	39.3	—	—	*43.3	—	65	63	—	19	6.8

LOUISIANA

Public

AA												
Bossier Parish Community College (1)	+	39.2	37.5	33.6	—	*36.6	9.5	86	67	—	2	7.3
Delgado Community College (1)	52.0	43.4	36.9	33.0	—	40.2	3.7	291	59	—	5	7.4
Elaine P Nunez Community College (1)	+	38.4	33.4	28.5	—	*31.2	7.5	45	60	—	6	—
Louisiana Delta Community College (1)	—	+	30.7	—	—	*30.7	—	5	80	—	—	—
Louisiana State University at Alexandria (1)	44.5	39.5	34.6	31.4	—	*37.7	—	65	62	—	7	7.7
Louisiana State University-Eunice (1)	51.5	41.0	36.4	31.9	—	*40.9	—	56	52	—	15	8.3
Louisiana Tech College-Young Memorial Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Acadian Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Alexandria Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Ascension Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Avoyelles Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Bastrop Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Baton Rouge Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Charles B Coreil (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Delta-Ouachita Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Evangeline Campus (1)	—	—	—	1.1	—	1.1	—	3	—	—	81	2.5
Louisiana Technical College-Folkes Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Gulf Area Campus (1)	—	—	—	—	—	+	—	1	100	—	95	—
Louisiana Technical College-Hammond Area Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Huey P Long Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Jefferson Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Jumonville Memorial (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-L E Fletcher Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Lafayette Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-LaFourche Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-LaFourche Campus Ext C (2)	—	—	—	—	—	—	—	—	—	—	—	—
Louisiana Technical College-Lamar Salter Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Mansfield Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Morgan Smith Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Natchitoches Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-North Central College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Northeast La Campus (1)	—	—	—	—	—	+	—	1	100	—	89	—
Louisiana Technical College-Northwest Louisiana (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Oakdale Campus (1)	—	—	—	—	—	+	—	1	100	—	94	—

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Louisiana Technical College-River Parishes Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Ruston Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Sabine Valley Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Shelby Jackson Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Shreveport-Bossier (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Sidney N Collier (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Slidell Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Sowela Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Sullivian Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-T H Harris Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Tallulah Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-Teche Area Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Technical College-West Jefferson Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
River Parishes Community College (1)	—	—	+	31.6	—	* 31.6	—	10	30	—	9	4.7
Southern University at Shreveport (1)	56.3	+	38.0	25.3	—	* 35.3	7.2	35	57	—	38	9.8
BA+												
Louisiana State University-Shreveport (1)	56.0	49.1	41.9	31.1	—	47.8	4.0	125	34	—	7	9.3
McNeese State University (1)	59.6	47.8	40.0	33.4	—	47.6	9.0	255	42	—	7	8.8
Nicholls State University (1)	59.9	48.6	41.7	29.0	—	* 43.3	—	259	48	—	6	9.5
Northwestern State University of Louisiana (1)	60.3	48.9	41.7	30.5	31.7	42.6	6.9	252	54	—	3	8.2
Southeastern Louisiana University (1)	61.1	50.4	43.1	34.0	—	44.0	8.7	441	54	—	6	8.0
Southern University at New Orleans (1)	58.7	50.2	42.1	32.2	—	45.4	10.3	138	42	—	13	7.0
DOCTORAL												
Grambling State University (1)	58.7	49.5	41.9	32.7	—	46.0	10.2	197	42	—	19	8.7
Louisiana State Univ & Ag & Mech & Hebert Laws Ctr (1)	84.7	59.7	53.7	34.4	—	59.2	10.2	1,085	34	—	14	10.7
Louisiana State University-Health Sciences Center (1)	—	—	—	—	—	—	—	—	—	—	100	—
Louisiana Tech University (1)	63.0	54.2	47.5	29.2	—	50.0	10.9	323	36	—	13	12.6
Southern University and A & M College (1)	64.1	52.6	44.0	32.8	—	50.0	11.8	390	46	—	6	8.6
University of Louisiana at Lafayette (1)	74.1	57.2	45.3	34.9	+	* 54.4	—	483	39	—	5	9.7
University of Louisiana at Monroe (1)	58.9	48.2	42.4	29.7	—	43.2	9.0	300	53	—	28	10.1
University of New Orleans (1)	73.6	53.3	49.8	31.5	—	57.5	13.1	455	33	—	4	12.7
Private												
AA												
Education America-Remington College (3)	—	—	—	—	—	—	—	—	—	—	—	—
BA												
Dillard University (1)	75.7	57.2	46.2	36.7	+	* 51.8	—	118	47	—	13	3.3
Louisiana College (1)	48.0	42.4	37.0	32.3	—	42.2	6.1	67	51	—	1	14.8
Our Lady of the Lake College (1)	+	57.7	+	40.3	—	* 52.1	-4.3	28	96	—	24	5.4
BA+												
Centenary College of Louisiana (1)	58.0	47.3	41.5	31.2	+	* 47.8	—	66	38	—	13	10.4
Loyola University New Orleans (1)	81.2	58.5	45.2	28.8	—	* 61.4	9.0	252	37	—	4	13.0
Our Lady of Holy Cross College (1)	+	42.6	38.6	—	—	* 40.4	—	31	52	—	—	6.9
Xavier University of Louisiana (1)	63.3	48.5	40.5	34.3	—	46.1	6.8	184	47	—	15	6.5
DOCTORAL												
New Orleans Baptist Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Tulane University of Louisiana (1)	95.6	61.3	52.4	44.2	28.7	* 67.5	—	542	26	—	54	10.0

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
MAINE												
Public												
AA												
Central Maine Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Eastern Maine Technical College (1)	—	—	—	—	43.7	43.7	16.8	51	29	—	6	16.4
Kennebec Valley Technical College (1)	—	—	—	41.3	—	41.3	14.4	36	61	—	12	14.7
Northern Maine Technical College (1)	—	—	—	45.2	—	45.2	14.2	46	35	—	2	—
Southern Maine Technical College (1)	—	—	—	40.7	—	40.7	4.0	74	32	—	21	16.0
Washington County Technical College (1)	—	—	—	43.3	—	43.3	18.6	22	36	—	8	15.6
York County Technical College (1)	—	—	—	—	37.9	37.9	7.8	12	42	—	—	—
BA												
University of Maine at Farmington (1)	53.3	42.6	34.8	34.7	—	* 43.1	—	111	45	—	—	12.5
University of Maine at Fort Kent (1)	52.2	45.0	36.4	—	—	* 44.3	6.0	34	38	—	—	12.0
University of Maine at Machias (1)	49.2	44.3	34.3	—	—	* 40.3	—	36	36	—	—	12.0
University of Maine at Presque Isle (1)	49.6	44.6	37.9	33.5	—	* 43.0	1.3	56	38	—	2	12.1
BA+												
Maine Maritime Academy (3)	—	—	—	—	—	48.2	—	54	—	—	—	—
University of Maine at Augusta (1)	53.7	46.2	39.4	33.8	—	* 46.7	—	97	47	—	—	13.2
DOCTORAL												
University of Maine (1)	68.1	56.6	47.4	43.5	—	* 56.4	—	378	35	—	4	14.9
University of Southern Maine (1)	69.4	54.2	43.7	38.5	—	* 54.0	—	343	38	—	4	14.6
Private												
AA												
Central Maine Medical Center School of Nursing (1)	—	—	—	40.2	—	* 40.2	—	8	75	—	11	7.9
BA												
Bates College (1)	85.5	63.8	54.8	37.1	—	65.5	4.6	162	39	—	—	17.3
Bowdoin College (1)	95.6	68.4	53.2	42.2	—	* 70.7	—	151	43	—	—	18.7
Colby College (1)	97.8	66.6	51.2	42.9	73.7	* 72.1	4.9	182	39	—	—	—
New England School of Communications (1)	—	—	—	—	—	—	—	—	—	—	100	—
Unity College (1)	50.8	40.6	35.9	—	—	40.9	6.9	33	33	—	—	13.1
BA+												
College of the Atlantic (1)	—	—	—	—	51.7	51.7	3.9	19	32	—	10	1.6
Husson College (1)	50.0	47.0	38.0	26.6	—	* 42.3	—	43	42	—	10	9.6
Maine College of Art (1)	30.4	33.6	31.5	—	—	* 31.9	—	36	42	—	—	7.5
Saint Josephs College (1)	+	44.8	37.8	—	—	* 40.4	0.5	51	55	—	12	9.1
Thomas College (1)	—	—	—	—	—	—	—	—	—	—	100	—
University of New England-University Campus (1)	60.1	50.2	41.6	34.0	—	* 46.9	—	100	61	—	32	11.0
DOCTORAL												
Bangor Theological Seminary (1)	+	+	+	—	—	+	—	7	29	—	—	12.3
Bangor Theological Seminary (2)	—	—	—	—	—	—	—	—	—	—	—	—
MARYLAND												
Public												
AA												
Allegany College of Maryland (1)	51.6	40.5	39.0	32.3	+	* 44.4	—	83	49	—	15	12.4
Anne Arundel Community College (1)	71.0	57.3	47.0	39.9	—	55.9	5.3	207	52	—	6	12.2
Baltimore City Community College (1)	64.6	53.1	44.8	38.2	—	* 50.8	12.1	123	55	—	—	14.5
Carroll Community College (1)	60.6	45.6	40.3	32.6	—	* 43.2	4.8	38	61	—	14	13.2

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Catonsville Community College (2)	—	—	—	—	—	—	—	—	—	—	—	—
Cecil Community College (1)	58.7	52.3	43.3	—	—	* 53.3	—	33	48	—	13	13.4
Chesapeake College (1)	60.1	53.0	45.5	—	—	* 52.1	—	45	53	—	6	13.7
College of Southern Maryland (1)	63.4	51.1	45.5	—	—	* 58.7	—	81	47	—	12	—
Community College of Baltimore County-Dundalk (3)	—	—	—	—	—	45.3	—	48	—	—	—	—
Community College of Baltimore County-Essex (3)	—	—	—	—	—	48.4	—	142	—	—	—	—
Frederick Community College (1)	62.1	54.3	45.6	—	—	* 53.0	—	71	58	—	5	13.2
Garrett Community College (1)	44.4	39.2	+	—	—	* 42.2	—	18	22	—	—	15.5
Hagerstown Community College (1)	56.6	44.8	37.8	—	—	* 49.4	9.0	51	57	—	15	13.2
Harford Community College (1)	65.9	57.9	52.8	40.7	—	* 57.3	—	61	44	—	19	15.9
Howard Community College (1)	65.4	54.3	47.0	38.1	—	* 54.8	—	81	60	—	16	12.9
Montgomery College (1)	66.4	54.4	46.5	40.2	—	58.9	5.4	437	51	—	—	11.3
Montgomery College of Germantown (2)	—	—	—	—	—	—	—	—	—	—	—	—
Montgomery College of Takoma Park (2)	—	—	—	—	—	—	—	—	—	—	—	—
Prince Georges Community College (1)	63.1	47.4	37.8	—	—	* 52.4	—	239	57	—	3	9.5
The Community College of Baltimore County (1)	63.8	54.0	44.3	36.6	—	50.7	—	330	50	—	9	15.0
Wor-Wic Community College (1)	78.0	53.5	48.4	40.3	—	* 48.4	10.9	40	63	—	13	12.4
BA												
St Mary's College of Maryland (1)	72.3	57.4	42.2	37.6	—	* 53.7	—	127	46	—	—	13.5
United States Naval Academy (1)	87.9	69.6	57.1	—	—	* 74.2	—	284	26	—	10	14.5
BA+												
Coppin State College (1)	68.7	55.6	51.6	29.9	—	* 53.4	—	103	50	—	4	—
Frostburg State University (1)	68.9	57.5	47.3	37.5	—	54.8	8.5	247	36	—	—	12.9
Salisbury University (1)	71.7	55.1	49.1	39.2	—	54.2	8.5	289	39	—	1	12.1
DOCTORAL												
Bowie State University (1)	73.3	60.7	51.7	44.3	—	54.1	12.2	149	42	—	—	14.2
Morgan State University (1)	87.4	67.7	59.4	37.2	—	57.0	5.4	144	42	—	46	—
Towson University (1)	71.5	60.0	47.6	38.1	—	55.1	9.1	530	44	—	7	16.0
University of Baltimore (1)	96.5	72.7	59.9	—	—	78.3	9.7	147	35	—	10	16.3
University of Maryland-Baltimore (1)	122.1	84.6	59.2	46.7	—	* 97.9	—	57	33	—	84	18.5
University of Maryland-Baltimore County (1)	86.2	63.8	55.7	43.3	—	62.7	13.3	373	39	—	16	13.2
University of Maryland-College Park (1)	101.7	72.7	68.4	43.2	—	77.8	16.7	1,082	34	—	30	16.1
University of Maryland-Eastern Shore (1)	65.2	60.1	61.2	41.7	—	* 57.9	26.7	17	29	—	26	—
University of Maryland-University College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Private												
AA												
Maryland College of Art and Design (1)	—	—	—	—	—	—	—	—	—	—	100	—
BA												
Baltimore International College (1)	—	—	—	—	—	—	—	—	—	—	100	—
BA+												
Capitol College (1)	53.3	+	40.5	—	—	* 49.0	—	14	29	—	18	—
College of Notre Dame of Maryland (1)	57.3	47.3	39.0	35.3	—	* 47.1	—	88	67	—	—	—
Columbia Union College (1)	+	+	+	—	—	+	—	6	50	—	88	14.2
Goucher College (1)	78.8	59.1	45.6	—	—	* 62.0	—	78	63	—	—	14.8
Hood College (1)	60.4	46.8	42.1	—	—	* 48.7	0.4	73	55	—	—	10.9
Maryland Institute College of Art (1)	—	—	—	—	—	—	—	—	—	—	100	—
Mount Saint Marys College (1)	59.4	47.0	37.2	36.9	—	* 46.0	8.1	105	32	—	—	10.8
Sojourner-Douglas College (1)	—	—	—	—	—	—	—	—	—	—	100	—
St John's College (1)	—	—	—	—	54.9	54.9	5.5	62	19	—	—	22.1

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Villa Julie College (1)	58.7	49.2	45.0	42.4	—	* 46.9	—	78	62	—	1	12.1
Washington Bible College-Capital Bible Seminary (1)	35.6	30.7	30.2	—	—	* 31.3	—	18	33	—	—	—
Washington College (1)	68.2	60.3	48.2	40.0	—	* 58.4	—	79	32	—	—	13.3
Western Maryland College (1)	67.9	55.6	44.3	40.6	—	* 55.7	—	92	41	—	1	14.7
DOCTORAL												
Baltimore Hebrew University (1)	—	—	—	—	—	—	—	—	—	—	100	—
Johns Hopkins University (1)	105.8	71.5	61.8	46.8	60.8	* 80.5	—	588	34	—	45	23.2
Loyola College (1)	81.7	65.1	50.9	39.8	—	* 62.6	—	265	39	—	—	16.5
Ner Israel Rabbinical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Peabody Institute of Johns Hopkins University (2)	—	—	—	—	—	—	—	—	—	—	—	—
MASSACHUSETTS												
Public												
AA												
Berkshire Community College (1)	59.3	+	42.1	—	—	* 54.3	—	65	62	—	—	13.3
Bristol Community College (1)	62.1	49.4	44.3	42.0	—	* 54.3	—	100	59	—	—	16.2
Bunker Hill Community College (1)	59.4	47.2	45.6	46.3	—	55.7	31.8	117	56	—	—	13.7
Cape Cod Community College (3)	—	—	—	—	—	46.6	—	86	—	—	—	—
Essex Agricultural Technical Institute (2)	—	—	—	—	—	—	—	—	—	—	—	—
Greenfield Community College (1)	60.0	+	43.6	39.8	—	* 54.6	32.9	61	51	—	—	12.4
Holyoke Community College (1)	61.9	48.7	44.4	40.6	—	53.6	33.1	125	53	—	—	12.9
Massachusetts Bay Community College (1)	56.9	43.9	48.9	—	—	* 53.0	—	88	58	—	23	11.7
Massasoit Community College (1)	61.5	49.0	43.7	32.8	—	56.4	33.6	140	51	—	—	0.2
Massasoit Community College (2)	—	—	—	—	—	—	—	—	—	—	—	—
Middlesex Community College (1)	57.1	44.8	42.1	—	—	* 53.1	—	123	62	—	—	0.4
Mount Wachusett Community College (1)	59.6	44.5	41.9	—	—	* 57.1	—	70	51	—	—	6.8
North Shore Community College (1)	61.0	49.1	44.0	34.9	—	54.4	28.1	138	64	—	—	11.5
Northern Essex Community College (1)	61.5	52.4	44.3	43.0	—	* 57.7	—	94	51	—	—	11.6
Quincy College (0)	48.3	—	—	—	—	48.3	—	30	73	—	—	4.8
Quinsigamond Community College (1)	60.7	48.8	43.1	38.8	—	* 53.4	16.0	101	59	—	—	12.3
Roxbury Community College (1)	61.3	49.8	45.0	—	—	* 56.5	—	59	41	—	—	6.6
Springfield Technical Community College (1)	59.7	46.4	43.8	42.8	—	55.3	29.8	177	54	—	—	12.3
BA												
Benjamin Franklin Institute of Technology (1)	—	—	—	—	—	—	—	—	—	—	100	—
Massachusetts Maritime Academy (1)	66.8	55.1	46.5	—	—	* 56.9	—	61	16	—	—	13.6
BA+												
Bridgewater State College (1)	59.3	51.5	42.7	—	—	* 51.8	3.1	262	41	—	—	12.3
Fitchburg State College (1)	59.1	49.6	44.0	40.0	—	50.0	2.7	201	45	—	—	6.0
Framingham State College (1)	66.4	54.7	45.6	36.2	—	55.6	16.9	161	47	—	—	10.8
Massachusetts College of Art (1)	56.3	47.4	40.3	—	—	51.0	4.9	71	49	—	—	12.0
Massachusetts College of Liberal Arts (1)	61.6	52.6	42.4	35.2	—	* 54.2	—	86	34	—	—	12.7
Salem State College (1)	58.1	49.0	43.8	37.4	—	50.1	7.8	305	47	—	—	11.9
Westfield State College (1)	58.3	49.3	41.5	—	—	50.2	2.1	171	37	—	—	11.6
Worcester State College (1)	62.1	51.1	43.5	39.5	—	51.4	2.8	168	46	—	3	—
DOCTORAL												
University of Massachusetts-Amherst (1)	89.7	70.5	55.7	46.7	—	* 75.6	8.0	1,087	29	—	6	18.5
University of Massachusetts-Boston (1)	86.8	70.6	55.8	51.3	—	* 70.5	8.5	459	43	—	2	16.5
University of Massachusetts-Dartmouth (1)	79.4	66.5	54.3	49.7	—	68.8	7.7	355	33	—	—	22.2
University of Massachusetts-Lowell (1)	87.3	71.6	57.2	—	—	* 79.0	—	399	30	—	—	13.1

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Private												
AA												
Aquinas College-Milton Campus (2)	—	—	—	—	—	+	—	2	—	—	—	—
Aquinas College-Newton Campus (2)	—	—	—	—	—	—	—	—	—	—	—	—
Bay State College (1)	—	—	41.8	—	—	* 41.8	—	10	70	—	—	—
Laboure College (1)	+	+	31.1	—	+	* 31.1	-1.7	17	82	—	19	—
Lawrence Memorial Hospital School of Nursing (1)	—	—	—	—	—	—	—	—	—	—	100	—
Marian Court College (1)	+	—	—	—	—	+	—	3	67	—	—	—
Urban College of Boston (1)	—	—	—	45.6	—	45.6	17.9	3	100	—	—	12.7
BA												
Amherst College (1)	101.5	67.0	58.0	—	—	89.0	11.4	150	33	—	—	21.8
Baptist Bible College East (1)	—	—	—	—	—	—	—	—	—	—	100	—
Becker College (1)	53.4	42.7	38.3	—	—	48.2	6.3	39	62	—	—	17.9
Becker College-Leicester (2)	—	—	—	—	—	—	—	—	—	—	—	—
Berklee College of Music (1)	68.5	55.5	48.2	—	—	58.4	11.7	174	16	—	—	10.7
Bradford College (3)	—	—	—	—	—	44.4	—	32	—	—	—	—
College of the Holy Cross (1)	85.5	64.6	50.0	—	—	* 65.4	—	188	38	—	—	17.7
Dean College (1)	+	42.6	36.7	—	—	* 39.1	1.6	26	50	—	—	10.3
Fisher College (1)	—	—	—	—	42.4	42.4	-4.3	24	54	—	—	6.5
Forsyth School for Dental Hygienists (1)	—	—	—	—	—	—	—	—	—	—	100	—
Hampshire College (1)	71.7	59.0	45.6	—	—	61.7	12.7	101	44	—	—	14.2
Lasell College (1)	+	48.9	44.1	—	—	* 45.9	12.6	40	70	—	—	7.2
Montserrat College of Art (1)	—	—	—	—	—	—	—	—	—	—	100	—
Mount Ida College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Newbury College-Brookline (1)	—	—	—	—	—	—	—	—	—	—	100	—
Pine Manor College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Radcliffe College (2)	—	—	—	—	—	—	—	—	—	—	—	—
Simons Rock College of Bard (1)	—	—	—	—	—	—	—	—	—	—	100	—
Wellesley College (1)	104.3	72.2	58.6	—	—	* 84.7	—	212	54	—	—	25.9
Wentworth Institute of Technology (1)	64.1	54.2	51.5	—	—	54.8	11.4	127	20	—	—	11.1
Wheaton College (1)	87.5	62.0	48.9	43.9	—	63.7	5.9	120	49	—	—	16.0
BA+												
Anna Maria College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Assumption College (1)	67.7	55.1	42.9	37.7	—	50.7	4.3	127	37	—	—	13.1
Atlantic Union College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Babson College (1)	120.3	87.9	82.3	70.8	—	* 92.9	—	162	33	—	—	21.7
Bay Path College (1)	53.1	46.0	51.5	42.6	—	* 49.3	6.7	32	81	—	—	—
Bentley College (1)	96.8	80.4	67.6	55.3	—	* 78.9	—	243	35	—	—	18.6
Cambridge College (1)	—	—	—	—	—	—	—	—	—	—	100	—
College of Our Lady of the Elms (1)	49.5	40.3	33.3	—	—	* 40.3	3.4	42	69	—	—	10.0
Conway School of Landscape Design (1)	—	—	—	—	—	—	—	—	—	—	100	—
Curry College (1)	59.4	50.6	43.5	—	—	* 53.1	—	86	60	—	—	15.5
Eastern Nazarene College (1)	48.6	44.4	38.2	36.7	27.3	* 42.0	4.3	45	38	—	2	14.7
Emmanuel College (1)	61.1	56.3	42.7	—	—	* 52.9	6.5	48	73	—	—	10.5
Endicott College (1)	55.4	53.5	45.0	41.2	42.4	* 48.9	—	62	56	—	—	9.4
Gordon College (1)	61.8	52.5	44.7	38.2	—	* 53.7	—	87	36	—	—	16.9
Hebrew College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Hellenic College-Holy Cross Grk Orth Sch of Theol (1)	—	—	—	—	—	—	—	—	—	—	100	—
Merrimack College (1)	64.5	54.1	45.8	—	—	* 53.4	—	136	40	—	—	13.8

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Mount Holyoke College (1)	96.4	69.6	54.8	57.3	—	78.5	13.8	190	50	—	—	20.1
Nichols College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Regis College (1)	54.6	49.4	40.5	—	—	* 48.3	4.8	54	76	—	19	11.7
School of the Museum of Fine Arts (3)	—	—	—	—	—	—	—	—	—	—	—	—
Stonehill College (1)	62.8	54.1	41.9	40.3	—	52.4	5.0	127	35	—	—	14.6
The Art Institute of Boston at Lesley University (1)	52.8	48.5	37.4	—	—	* 48.7	—	23	39	—	—	7.6
The Boston Conservatory (1)	—	—	—	—	35.7	35.7	23.8	42	64	—	9	7.3
Western New England College (1)	90.3	62.7	58.7	39.8	—	68.6	8.1	154	32	—	—	17.2
Wheelock College (1)	67.3	56.4	47.6	39.9	—	* 53.0	6.4	56	84	—	—	—
Williams College (1)	99.8	69.9	58.8	75.6	—	* 80.6	—	219	38	—	0	22.5
DOCTORAL												
American International College (1)	56.8	46.0	39.8	32.9	—	* 42.4	—	80	53	—	—	10.6
Andover Newton Theological School (3)	—	—	—	—	—	58.9	—	14	—	—	—	—
Boston College (1)	111.4	75.8	62.2	50.7	—	83.4	8.3	660	35	—	—	20.2
Boston University (1)	102.7	66.2	54.7	35.3	—	74.0	7.5	1,122	32	—	9	14.5
Brandeis University (1)	88.3	65.4	58.4	45.7	—	71.6	10.4	326	36	—	—	17.6
Clark University (1)	83.2	62.4	51.1	—	—	* 68.4	—	164	35	—	—	—
Emerson College (1)	90.3	70.4	53.8	44.1	—	61.9	7.7	116	45	—	—	—
Episcopal Divinity School (3)	—	—	—	—	—	—	—	—	—	—	—	—
Gordon-Conwell Theological Seminary (3)	—	—	—	—	—	64.6	—	32	—	—	—	—
Harvard University (1)	147.4	86.1	75.4	74.4	—	116.1	13.6	1,365	25	—	—	26.8
Lesley University (1)	68.4	55.4	45.9	36.1	—	54.4	9.0	71	82	—	37	8.4
Massachusetts College of Pharmacy & Health Science (1)	88.4	58.1	49.1	31.3	—	* 55.9	2.4	32	53	—	74	11.7
Massachusetts Institute of Technology (1)	124.0	82.9	75.3	43.0	—	* 102.8	10.2	862	18	—	12	19.7
MGH Institute of Health Professions (1)	—	—	—	—	—	—	—	—	—	—	100	—
New England Conservatory of Music (1)	—	—	—	—	—	—	—	—	—	—	100	—
Northeastern University (1)	92.7	68.2	60.9	34.9	51.7	69.3	8.5	647	33	—	16	20.1
Simmons College (1)	79.6	62.1	50.5	44.7	—	61.9	13.8	175	73	—	—	—
Smith College (1)	97.6	69.3	55.4	41.4	—	77.9	6.4	314	50	—	—	19.2
Springfield College (1)	68.9	53.2	43.4	35.6	—	52.4	6.0	153	46	—	27	11.9
Suffolk University (1)	97.1	66.7	56.0	42.3	—	74.0	10.2	290	38	—	—	16.6
Tufts University (1)	95.7	71.4	55.1	46.5	—	* 73.4	8.0	417	39	—	22	21.1
Weston Jesuit School of Theology (3)	—	—	—	—	—	—	—	—	—	—	—	—
Worcester Polytechnic Institute (1)	88.6	68.4	67.8	41.3	—	71.9	-3.0	209	17	—	6	13.3
MICHIGAN												
Public												
AA												
Alpena Community College (1)	—	—	—	54.3	—	54.3	3.2	46	30	—	—	21.1
Bay De Noc Community College (1)	—	—	—	51.1	—	51.1	-1.9	40	45	—	—	—
Bay Mills Community College (1)	—	—	—	—	36.2	36.2	—	8	50	—	—	10.9
Delta College (1)	73.8	66.5	58.5	45.4	—	61.0	—	211	50	—	—	17.7
Glen Oaks Community College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Gogebic Community College (1)	—	—	—	—	51.6	51.6	5.0	28	32	—	10	19.1
Grand Rapids Community College (1)	—	—	—	60.1	—	60.1	5.6	202	44	—	18	21.7
Henry Ford Community College (2)	—	—	—	—	—	—	—	—	—	—	—	—
Jackson Community College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Kalamazoo Valley Community College (1)	—	—	—	—	58.3	58.3	2.2	114	39	—	2	20.0
Kellogg Community College (1)	—	—	—	61.2	—	61.2	6.0	90	56	—	6	19.0
Kirtland Community College (1)	—	—	—	—	—	—	—	—	—	—	100	—

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Lake Michigan College (1)	—	—	—	54.9	—	54.9	6.8	60	43	—	—	22.9
Lansing Community College (1)	68.4	—	—	44.8	—	63.3	76.1	188	48	—	1	9.3
Macomb Community College (1)	—	—	—	64.8	—	64.8	4.7	218	36	—	—	21.8
Mid Michigan Community College (1)	†	55.5	50.5	45.1	—	* 51.9	—	32	50	—	—	17.7
Monroe County Community College (1)	74.3	67.4	62.1	48.9	—	* 63.4	—	57	35	—	—	21.9
Montcalm Community College (1)	—	—	—	53.8	—	53.8	7.8	27	56	—	—	19.6
Mott Community College (1)	—	—	—	—	60.1	60.1	6.7	142	53	—	—	21.6
Muskegon Community College (1)	—	—	—	59.4	—	59.4	4.1	104	45	—	—	20.9
North Central Michigan College (1)	57.3	—	—	47.4	—	* 56.0	—	31	39	—	—	20.8
Northwestern Michigan College (1)	—	—	—	56.6	—	56.6	4.1	87	38	—	1	18.7
Oakland Community College-Bloomfield Hills Campus (1)	—	—	—	71.4	—	71.4	5.4	270	50	—	—	24.5
Schoolcraft College (1)	—	—	—	—	67.8	67.8	5.2	103	45	—	—	24.6
Southwestern Michigan College (1)	—	—	—	44.4	—	44.4	5.6	51	41	—	—	15.6
St Clair County Community College (1)	57.2	—	—	—	—	57.2	-0.1	73	37	—	5	17.9
Washtenaw Community College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Wayne County Community College District (1)	—	—	—	55.5	—	55.5	1.6	110	53	—	—	22.5
West Shore Community College (1)	55.6	†	—	—	—	* 55.6	—	26	42	—	—	18.3
BA+												
Ferris State University (1)	61.7	56.6	46.6	36.1	—	54.6	6.4	397	28	—	10	19.5
Grand Valley State University (1)	75.5	59.5	46.2	36.4	—	53.4	-1.1	660	43	—	4	17.1
Lake Superior State University (1)	64.0	51.7	44.8	—	—	* 51.5	1.2	110	33	—	—	18.3
Northern Michigan University (1)	69.0	54.8	43.9	37.8	45.3	54.9	-0.8	286	37	—	3	20.4
Saginaw Valley State University (1)	65.1	50.9	44.8	31.4	—	* 54.3	—	226	36	—	—	17.1
University of Michigan-Dearborn (1)	82.7	63.5	53.2	37.8	—	62.5	16.3	259	31	—	6	16.3
University of Michigan-Flint (1)	71.8	57.2	47.5	39.2	—	* 54.4	—	184	41	—	7	16.5
DOCTORAL												
Central Michigan University (1)	73.6	58.0	45.8	32.6	—	57.0	1.8	688	38	—	2	14.3
Eastern Michigan University (1)	70.8	55.5	47.7	31.1	—	56.8	9.4	756	44	—	—	14.7
Michigan State University (1)	90.0	67.9	55.8	39.2	—	74.1	8.4	1,263	30	—	35	24.2
Michigan Technological University (1)	80.6	62.1	53.6	42.1	—	63.2	4.6	345	23	—	6	23.2
Oakland University (1)	79.8	62.0	52.8	42.8	—	62.4	2.2	441	40	—	—	21.3
University of Michigan-Ann Arbor (1)	110.0	76.0	62.1	41.2	79.7	* 82.2	—	1,880	33	—	26	20.7
Wayne State University (1)	88.0	67.8	54.8	44.3	—	67.1	8.9	722	35	—	20	16.2
Western Michigan University (1)	82.1	62.5	51.0	37.4	—	62.9	7.5	820	36	—	10	26.3
Private												
AA												
Lewis College of Business (1)	19.4	—	—	—	—	* 19.4	33.0	7	43	—	—	2.6
BA												
Adrian College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Albion College (1)	65.6	51.9	43.2	39.5	—	53.8	5.3	121	28	—	—	13.7
Alma College (1)	68.9	54.5	44.0	38.7	—	56.1	6.4	82	28	—	4	—
Ave Maria College (1)	—	—	—	—	—	†	—	1	—	—	93	—
Baker College of Auburn Hills (1)	—	—	—	48.2	—	* 48.2	—	4	75	—	60	15.9
Baker College of Cadillac (1)	—	—	—	—	—	—	—	—	—	—	100	—
Baker College of Flint (1)	†	53.0	48.7	—	—	* 49.3	1.4	23	61	—	—	16.2
Baker College of Jackson (1)	—	—	—	—	—	—	—	—	—	—	100	—
Baker College of Mount Clemens (1)	—	—	—	—	—	†	—	1	100	—	90	13.2
Baker College of Muskegon (1)	—	—	—	—	—	—	—	—	—	—	100	—
Baker College of Owosso (1)	†	—	†	—	—	†	-4.1	4	50	—	—	15.0

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Baker College of Port Huron (1)	—	—	—	—	—	+	—	1	100	—	89	13.5
Cleary College (2)	—	—	—	—	—	—	—	—	—	—	—	—
College for Creative Studies (1)	53.0	46.1	42.7	—	—	* 50.4	—	43	26	—	—	—
Concordia College (3)	—	—	—	—	—	38.9	—	28	—	—	—	—
Davenport University-Central Region (1)	—	—	—	—	—	—	—	—	—	—	100	—
Davenport University-Holland Campus (1)	—	—	—	—	35.9	35.9	—	6	50	—	—	—
Davenport University-Kalamazoo Campus (1)	—	—	—	32.1	—	* 32.1	—	5	60	—	62	10.9
Davenport University-Lansing Campus (1)	—	—	—	33.6	—	* 33.6	—	5	80	—	58	8.9
David Wolcott Kendall Memorial School (3)	—	—	—	—	—	42.5	—	31	—	—	—	—
Detroit College of Business-Flint (3)	—	—	—	—	—	—	—	2	—	—	—	—
Finlandia University (1)	+	39.3	35.5	—	+	* 37.7	—	24	54	—	14	10.2
Grace Bible College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Great Lakes Christian College (1)	36.8	+	—	—	—	* 36.8	—	9	33	—	—	6.7
Hope College (1)	64.3	50.6	21.7	—	—	47.6	-5.6	199	35	—	—	16.1
Kalamazoo College (1)	67.5	51.8	43.6	35.0	—	* 51.2	—	97	45	—	—	14.4
Michigan Jewish Institute (1)	+	—	—	—	—	+	—	3	—	—	—	—
Rochester College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Saint Mary's College of Ave Maria University (1)	—	—	—	—	—	—	—	—	—	—	100	—
William Tyndale College (1)	—	—	—	—	—	—	—	—	—	—	100	—
BA+												
Aquinas College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Baker College Center for Graduate Studies (1)	69.9	—	—	—	—	* 69.9	—	7	14	—	—	20.1
Calvin College (1)	59.0	46.9	44.5	37.0	—	* 52.4	—	291	31	—	—	18.3
Cleary College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Cranbrook Academy of Art (1)	—	—	—	—	58.2	58.2	—	10	30	—	—	13.3
Davenport University-Eastern Region-Dearborn (1)	50.2	43.2	44.1	35.2	—	* 43.9	3.8	30	40	—	—	15.4
Davenport University-Eastern Region-Warren (1)	+	+	+	—	45.9	* 45.9	—	14	29	—	—	16.7
Davenport University-Grand Rapids Campus (1)	+	61.8	57.7	48.0	+	* 57.1	4.5	27	37	—	—	22.5
Kettering University (1)	73.6	61.6	57.9	44.8	—	* 61.5	10.7	112	20	—	21	—
Lawrence Technological University (1)	71.2	58.0	50.9	44.9	—	* 57.5	—	83	27	—	—	10.7
Madonna University (1)	60.3	50.0	43.2	37.0	—	* 50.2	—	98	60	—	1	10.6
Marygrove College (1)	60.1	49.3	40.9	—	—	* 47.4	—	60	63	—	8	8.4
Northwood University (1)	56.8	49.3	42.7	45.4	—	* 49.2	8.8	44	30	—	—	9.5
Olivet College (1)	50.3	41.3	37.3	—	—	* 41.0	—	36	42	—	—	10.0
Reformed Bible College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Sacred Heart Major Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Siena Heights University (1)	55.4	46.6	39.0	—	—	* 44.7	—	57	54	—	—	12.0
Spring Arbor University (1)	51.6	40.2	35.6	31.7	—	* 42.2	—	62	42	—	18	11.2
Walsh College of Accountancy and Business Admin (1)	+	63.5	+	—	—	* 63.5	6.6	15	33	—	—	—
DOCTORAL												
Andrews University (1)	—	+	—	—	—	+	—	1	100	—	100	12.7
Calvin Theological Seminary (3)	—	—	—	—	—	—	—	—	—	—	—	—
Center for Humanistic Studies Graduate School (1)	—	—	—	—	—	—	—	—	—	—	100	—
Cornerstone University (1)	48.3	41.6	33.2	—	—	* 40.3	—	60	28	—	8	11.4
Grand Rapids Baptist Seminary (3)	—	—	—	—	—	42.5	—	10	—	—	—	—
Michigan Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
University of Detroit Mercy (1)	68.4	55.1	41.0	39.2	+	* 52.7	—	193	44	—	27	13.0
Western Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Yeshiva Gedolah of Greater Detroit (1)	—	—	—	33.4	—	33.4	85.9	5	—	—	—	—

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
MINNESOTA												
Public												
AA												
Alexandria Technical College (1)	—	—	—	—	49.8	49.8	11.2	88	34	—	—	15.4
Anoka-Hennepin Technical College (1)	—	—	—	—	46.4	46.4	4.5	72	46	—	—	13.9
Anoka-Ramsey Community College (1)	—	—	—	—	55.1	55.1	5.8	86	57	—	—	16.4
Cambridge Community College-Campus of Anoka-Ramsey (2)	—	—	—	—	—	—	—	—	—	—	—	—
Central Lakes College-Brainerd (1)	—	—	—	—	48.4	48.4	8.1	108	33	—	—	15.4
Central Lakes College-Staples Campus (2)	—	—	—	—	—	—	—	—	—	—	—	—
Century Community and Technical College (1)	—	—	—	—	51.5	51.5	7.5	152	46	—	—	14.3
Dakota County Technical College (1)	—	—	—	—	49.2	49.2	9.8	76	37	—	—	14.3
Fergus Falls Community College (1)	—	—	—	—	51.1	51.1	9.1	38	55	—	—	15.7
Fond du Lac Tribal and Community College (1)	—	—	—	—	52.2	52.2	10.0	17	35	—	—	16.1
Hennepin Technical College (1)	—	—	—	—	47.8	47.8	8.1	143	32	—	—	14.3
Hibbing Community College-A Tech and Comm Coll (1)	—	—	—	—	50.6	50.6	9.2	62	34	—	—	16.4
Inver Hills Community College (1)	—	—	—	—	54.0	54.0	5.1	71	56	—	—	15.8
Itasca Community College (1)	—	—	—	—	56.7	56.7	10.1	33	52	—	—	17.2
Lake Superior College (1)	—	—	—	—	49.7	49.7	8.4	90	48	—	—	15.4
Leech Lake Tribal College (3)	—	—	—	—	—	—	—	—	—	—	—	—
Minneapolis Community and Technical College (1)	—	—	—	—	54.5	54.5	9.4	139	45	—	—	16.8
Minnesota State College-SE Technical-Red Wing (1)	—	—	—	—	49.6	49.6	—	44	43	—	—	15.8
Minnesota State College-Southeast Technical-Winona (3)	—	—	—	—	—	47.8	—	44	—	—	—	—
Minnesota West Community and Technical College (2)	—	—	—	—	—	—	—	—	—	—	—	—
Minnesota West Community and Technical College (1)	—	—	—	—	47.4	47.4	—	98	37	—	—	15.6
Minnesota West Community and Technical College (3)	—	—	—	—	—	44.8	—	89	—	—	—	—
Minnesota West Community and Technical College (2)	—	—	—	—	—	—	—	—	—	—	—	—
Minnesota West Community and Technical College (2)	—	—	—	—	—	—	—	—	—	—	—	—
Normandale Community College (1)	—	—	—	—	53.8	53.8	3.3	154	54	—	—	16.2
North Hennepin Community College (1)	—	—	—	—	55.9	55.9	6.7	85	60	—	—	15.9
Northland Community and Technical College (1)	—	—	—	—	45.2	45.2	5.1	69	32	—	—	14.1
Northwest Technical College-Bemidji (1)	—	—	—	—	42.3	42.3	11.4	188	48	—	—	13.9
Northwest Technical College-Detroit Lakes (2)	—	—	—	—	—	—	—	—	—	—	—	—
Northwest Technical College-East Grand Forks (2)	—	—	—	—	—	—	—	—	—	—	—	—
Northwest Technical College-Moorhead (2)	—	—	—	—	—	—	—	—	—	—	—	—
Northwest Technical College-Wadena (2)	—	—	—	—	—	—	—	—	—	—	—	—
Pine Technical College (1)	—	—	—	—	44.2	44.2	11.7	17	47	—	—	14.7
Rainy River Community College (1)	—	—	—	—	53.7	53.7	8.3	17	41	—	—	17.7
Ridgewater College (1)	—	—	—	—	48.3	48.3	11.0	144	35	—	—	15.8
Ridgewater College-A Comm and Technical College (2)	—	—	—	—	—	—	—	—	—	—	—	—
Riverland Community College (1)	—	—	—	—	48.8	48.8	10.4	88	35	—	—	15.1
Rochester Community and Technical College (1)	—	—	—	—	51.2	51.2	8.6	108	62	—	—	15.3
Saint Cloud Technical College (1)	—	—	—	—	48.4	48.4	11.0	98	32	—	—	14.8
South Central Technical College-Faribault (2)	—	—	—	—	—	—	—	—	—	—	—	—
South Central Technical College-Mankato (1)	—	—	—	—	47.0	47.0	10.5	120	34	—	—	14.6
St Paul Technical College (1)	—	—	—	—	51.0	51.0	9.7	91	47	—	—	15.4
Vermilion Community College (1)	—	—	—	—	52.8	52.8	9.9	19	42	—	—	17.1
BA												
University of Minnesota-Crookston (1)	+	54.1	46.7	47.9	—	* 49.3	—	38	32	—	16	20.1
University of Minnesota-Morris (1)	68.9	53.9	39.7	36.4	—	48.8	0.8	123	39	—	—	20.1

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
BA+												
Bemidji State University (1)	62.3	50.5	43.8	35.1	—	52.3	7.2	179	43	—	—	15.8
Metropolitan State University (1)	66.5	55.3	46.8	—	—	54.2	6.9	86	48	—	—	16.1
Minnesota State University-Moorhead (1)	64.3	51.8	45.4	34.0	—	51.6	6.6	299	40	—	—	16.0
Minnesota State Unversity-Mankato (1)	66.0	56.7	46.2	35.3	—	55.6	6.3	455	40	—	—	16.8
Saint Cloud State University (1)	63.5	53.6	46.7	35.4	—	53.9	7.4	547	39	—	—	16.3
Southwest State University (1)	66.7	53.4	48.0	34.0	—	* 54.0	—	133	33	—	—	16.1
Winona State University (1)	65.2	51.7	43.9	33.7	—	53.7	7.2	301	45	—	—	16.3
DOCTORAL												
University of Minnesota-Duluth (1)	79.0	63.8	48.9	37.2	—	59.2	4.0	371	37	—	4	21.5
University of Minnesota-Twin Cities (1)	99.4	69.1	58.7	61.9	—	* 81.6	—	1,249	29	—	18	25.3
Private												
AA												
Dunwoody Institute (1)	—	—	—	—	—	—	—	—	—	—	100	—
NEI College of Technology (1)	—	—	—	—	—	—	—	—	—	—	100	—
BA												
Bethany Lutheran College (1)	—	—	—	41.8	—	41.8	0.8	33	24	—	18	13.8
Carleton College (1)	91.1	64.3	54.9	—	—	* 76.4	—	170	36	—	—	23.6
College of Saint Benedict (1)	64.0	51.9	43.2	37.7	—	50.9	9.9	134	57	—	—	14.6
College of Visual Arts (1)	—	—	—	—	—	—	—	—	—	—	100	—
Concordia College at Moorhead (1)	62.1	50.9	43.3	37.4	—	47.9	4.5	199	43	—	—	9.9
Gustavus Adolphus College (1)	66.4	54.1	45.3	36.0	—	54.2	7.9	174	40	—	—	12.9
Macalester College (1)	84.6	64.0	48.9	40.2	—	64.5	5.5	148	46	—	—	17.1
Martin Luther College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Minnesota Bible College (1)	—	—	—	—	—	—	—	—	—	—	100	—
North Central University (1)	49.9	43.8	40.6	—	—	* 44.3	—	33	39	—	—	10.4
Northwestern College (1)	51.2	44.9	41.3	—	—	* 46.0	—	65	25	—	2	14.5
Northwestern Health Sciences University (3)	—	—	—	—	—	—	—	—	—	—	—	—
Oak Hills Christian College (1)	—	—	—	—	28.1	* 28.1	—	7	29	—	13	—
Saint Olaf College (1)	68.0	55.4	43.4	39.9	+	* 55.9	—	195	43	—	—	14.2
BA+												
Augsburg College (1)	57.8	47.6	41.3	35.5	—	46.4	9.0	139	50	—	—	12.5
Bethel College (1)	56.7	48.9	43.6	39.6	—	49.7	8.3	161	42	—	1	15.9
Cardinal Stritch University (2)	—	—	—	—	—	—	—	—	—	—	—	—
College of Saint Catherine (1)	59.7	48.8	41.9	35.3	—	* 46.1	—	177	76	—	5	11.6
College of Saint Catherine-Minneapolis (2)	—	—	—	—	—	—	—	—	—	—	—	—
Concordia University (1)	—	—	—	—	16.1	16.1	-26	9	56	—	90	3.7
Crown College (1)	19.4	26.0	21.7	17.2	—	* 21.1	—	29	17	—	—	29.9
Minneapolis College of Art and Design (1)	58.0	47.4	38.4	32.8	+	* 46.1	1.7	28	46	—	—	10.5
Regions Hospital Dietetic Internship (1)	—	—	—	—	—	—	—	—	—	—	100	—
Saint Johns University (1)	67.5	51.7	43.2	40.2	—	52.9	12.0	143	28	—	—	13.7
The College of Saint Scholastica (1)	54.6	46.4	41.7	34.9	—	* 43.4	—	94	55	—	8	11.4
William Mitchell College of Law (3)	—	—	—	—	—	107.6	—	32	—	—	—	—
DOCTORAL												
Bethel Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Hamline University (1)	72.0	57.1	39.3	—	—	* 58.3	—	128	48	—	21	15.5
Luther Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Saint Mary's University of Minnesota (1)	56.0	47.8	39.9	31.0	—	* 44.7	—	104	38	—	—	10.7
United Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
University of St Thomas (1)	76.0	58.9	49.5	41.1	—	57.9	13.1	376	39	—	—	15.2

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
MISSISSIPPI												
Public												
AA												
Coahoma Community College (1)	—	—	—	34.7	—	34.7	-2.3	19	74	—	53	8.7
Copiah-Lincoln Community College (1)	—	—	—	—	41.5	41.5	-1.9	97	57	—	—	10.2
Copiah-Lincoln Community College-Natchez Campus (2)	—	—	—	—	—	—	—	—	—	—	—	—
East Central Community College (1)	—	—	—	41.7	—	41.7	1.4	72	63	—	—	9.8
East Mississippi Community College (1)	—	—	—	—	39.7	39.7	2.0	68	53	—	17	10.0
Hinds Community College (1)	—	—	—	41.0	—	41.0	2.8	357	61	—	3	10.2
Hinds Community College-Jackson Campus (2)	—	—	—	—	—	—	—	—	—	—	—	—
Hinds Community College-Rankin Campus (2)	—	—	—	—	—	—	—	—	—	—	—	—
Hinds Community College-Utica Campus (2)	—	—	—	—	—	—	—	—	—	—	—	—
Hinds Community College-Vicksburg-Warren County (2)	—	—	—	—	—	—	—	—	—	—	—	—
Holmes Community College (1)	—	—	—	—	39.9	39.9	1.2	70	71	—	29	9.8
Itawamba Community College (1)	—	—	—	—	44.0	44.0	0.6	78	64	—	43	—
Jones County Junior College (1)	—	—	—	47.1	—	47.1	5.9	153	54	—	14	11.5
Meridian Community College (1)	—	—	—	39.3	—	39.3	0.7	62	55	—	56	7.7
Mississippi Delta Community College (1)	—	—	—	—	44.1	44.1	-1.3	108	60	—	8	10.5
Mississippi Gulf Coast Community College (1)	—	—	—	—	40.6	40.6	3.7	296	58	—	15	10.7
Northeast Mississippi Community College (1)	—	—	—	47.0	—	47.0	0.3	108	67	—	18	8.6
Northwest Mississippi Community College (1)	—	—	—	—	45.8	45.8	-2.9	153	65	—	14	11.0
Pearl River Community College (1)	—	—	—	36.4	—	36.4	-7.4	107	64	—	21	9.8
Pearl River Community College-Forrest County Ctr (2)	—	—	—	—	—	—	—	—	—	—	—	—
Southwest Mississippi Community College (1)	—	—	—	—	45.9	45.9	0.8	60	68	—	12	10.7
BA+												
Alcorn State University (1)	52.4	48.3	43.5	31.4	—	42.9	-0.8	138	43	—	17	10.9
Mississippi University for Women (1)	52.1	43.4	38.7	34.9	—	41.5	-2.3	103	55	—	23	10.1
Mississippi Valley State University (1)	48.6	47.6	40.6	33.1	—	* 41.9	—	106	38	—	9	11.8
DOCTORAL												
Delta State University (1)	53.2	48.8	42.2	31.6	—	44.0	-1.8	160	52	—	13	10.7
Jackson State University (1)	56.1	50.4	45.2	34.0	—	* 45.3	—	295	48	—	14	9.6
Mississippi State University (1)	74.3	57.4	48.9	30.3	—	53.9	-0.1	556	33	—	37	8.8
University of Mississippi Main Campus (1)	74.8	60.3	47.0	26.8	—	55.0	2.0	421	37	—	18	12.3
University of Mississippi Medical Center (1)	—	—	—	—	—	—	—	—	—	—	100	—
University of Southern Mississippi (1)	70.9	52.7	44.0	37.0	—	54.6	8.0	523	37	—	16	12.5
Private												
AA												
Mary Holmes College (1)	+	34.8	11.4	19.3	—	* 18.3	—	22	50	—	—	3.6
Wood College (1)	33.5	32.9	27.8	24.0	—	* 29.6	19.7	18	83	—	—	4.9
BA												
Blue Mountain College (1)	+	+	+	—	—	+	—	22	45	—	—	11.0
Rust College (1)	39.2	32.6	29.6	26.0	—	* 29.5	2.0	37	41	—	12	—
Southeastern Baptist College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Tougaloo College (1)	35.7	32.4	29.4	28.6	—	* 31.2	—	64	56	—	—	7.4
Wesley College (1)	—	+	+	—	—	+	13.5	4	50	—	—	2.9
BA+												
Belhaven College (1)	44.4	41.0	35.7	16.9	—	* 38.1	2.5	48	35	—	—	7.6
Millsaps College (1)	65.9	49.2	43.8	—	—	* 50.1	—	93	38	—	—	11.3
Mississippi College (1)	60.1	46.8	40.6	31.8	—	46.5	-1.3	145	44	—	—	10.7

BEST COPY AVAILABLE

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Wesley Biblical Seminary (1)	—	+	+	—	—	+	—	2	50	—	78	1.5
William Carey College (1)	48.5	38.6	37.0	5.3	—	* 35.1	6.3	46	57	—	39	7.3
MISSOURI												
Public												
AA												
Blue River Community College (1)	—	—	—	—	43.1	43.1	—	27	56	—	—	11.1
Crowder College (1)	—	—	—	—	32.8	32.8	8.3	41	44	—	38	6.9
East Central College (1)	51.6	38.1	41.4	39.2	—	* 44.2	—	56	38	—	5	9.9
Jefferson College (1)	48.1	40.6	38.8	37.6	—	43.1	3.0	85	45	—	6	8.7
Linn State Technical College (1)	—	—	—	35.6	—	35.6	3.4	46	22	—	35	8.9
Metropolitan Community College (1)	—	—	—	—	46.9	46.9	7.5	73	44	—	—	11.0
Metropolitan Community College (1)	—	—	—	—	50.0	50.0	5.9	47	51	—	—	11.5
Metropolitan Community Colleges (1)	—	—	—	—	47.5	47.5	7.8	70	64	—	—	11.0
Mineral Area College (1)	—	—	—	37.1	—	37.1	8.0	57	67	—	23	7.7
Moberly Area Community College (1)	—	—	—	32.9	—	32.9	4.9	45	56	—	22	7.1
North Central Missouri College (1)	—	—	—	—	48.4	48.4	27.3	24	38	—	27	—
Ozarks Technical Community College (1)	—	—	—	—	39.4	39.4	8.7	97	43	—	14	8.6
Saint Louis Community College-Florissant Valley (1)	66.6	57.6	48.5	42.2	—	56.4	3.9	127	44	—	—	11.6
Saint Louis Community College-Forest Park (1)	66.2	57.5	48.9	43.3	—	55.5	4.7	124	52	—	—	11.3
Saint Louis Community College-Meramec (1)	65.0	55.9	49.1	42.0	—	55.6	5.4	181	55	—	—	11.4
Southwest Missouri State University-West Plains (1)	—	39.5	36.1	30.6	—	* 35.8	—	27	52	—	4	10.0
St Charles Community College (1)	53.7	46.3	40.5	—	—	46.4	8.8	67	55	—	—	8.3
State Fair Community College (1)	—	—	—	—	40.6	40.6	5.0	65	40	—	8	7.9
Three Rivers Community College (1)	—	—	—	—	36.3	36.3	3.9	54	56	—	—	7.6
BA												
Harris-Stowe State College (1)	54.9	40.1	40.6	34.4	—	* 42.1	—	61	49	—	—	8.6
Missouri Southern State College (1)	61.5	48.1	40.5	34.7	—	46.9	4.4	193	33	—	5	12.0
Missouri Western State College (1)	59.2	48.3	41.4	30.3	—	46.1	3.7	188	37	—	—	12.7
BA+												
Central Missouri State University (1)	63.5	54.1	44.8	32.9	—	51.0	1.4	404	38	—	8	12.8
Lincoln University (1)	56.0	43.3	36.9	29.4	—	41.3	2.0	120	48	—	—	11.0
Northwest Missouri State University (1)	65.5	51.5	43.5	32.8	—	46.2	2.8	239	40	—	1	12.2
Southeast Missouri State University (1)	64.4	52.6	43.6	35.7	—	51.1	2.5	390	41	—	2	12.7
Southwest Missouri State University (1)	63.9	50.5	44.3	29.9	37.6	* 50.4	3.1	642	38	—	—	12.9
Truman State University (1)	65.2	53.3	40.7	35.9	—	50.5	5.9	366	39	—	1	13.4
DOCTORAL												
University of Missouri-Columbia (1)	88.1	64.2	53.0	42.0	—	* 67.0	—	706	34	—	25	12.3
University of Missouri-Kansas City (1)	86.6	61.2	48.2	47.8	—	65.7	7.7	323	37	—	32	12.0
University of Missouri-Rolla (1)	91.4	67.1	57.4	45.9	—	* 72.1	—	229	9	—	9	13.6
University of Missouri-St Louis (1)	79.9	59.2	49.7	—	—	* 64.5	—	260	36	—	15	11.8
Private												
AA												
Cottey College (1)	53.4	43.3	36.8	—	—	* 44.3	—	35	51	—	—	11.3
Kemper Military School and College (2)	—	—	—	—	—	—	—	—	—	—	—	—
Ranken Technical College (1)	—	—	—	33.6	—	33.6	—	13	31	—	80	—
Southeast Missouri Hospital College of Nursing (1)	—	51.5	40.0	—	—	* 46.3	—	10	90	—	—	9.8
Wentworth Military Academy (1)	—	—	—	—	24.5	24.5	4.2	14	36	—	—	18.2

BEST COPY AVAILABLE

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
BA												
Central Bible College (1)	47.5	40.1	33.1	—	—	36.6	3.6	36	31	—	—	7.4
Central Christian College of the Bible (1)	—	—	—	—	—	—	—	—	—	—	100	—
College of the Ozarks (1)	52.7	47.7	41.8	—	—	* 46.3	—	77	26	—	—	11.1
Culver-Stockton College (1)	47.8	43.5	37.3	28.9	—	* 40.9	—	54	24	—	2	8.5
Deaconess College of Nursing (3)	—	—	—	—	—	39.6	—	16	—	—	—	6.3
Hannibal-LaGrange College (1)	41.3	34.9	33.4	28.4	—	33.5	2.7	50	46	—	—	7.3
Kansas City Art Institute (1)	52.2	45.4	37.7	29.8	—	* 45.2	—	41	32	—	—	9.4
Lester L Cox College of Nursing and Health Science (3)	—	—	—	—	—	40.8	—	13	—	—	—	—
Logan College of Chiropractic (1)	—	—	—	—	—	—	—	—	—	—	100	—
Messenger College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Missouri Valley College (1)	41.7	39.0	33.4	—	—	* 36.2	—	42	38	—	30	5.9
Ozark Christian College (1)	—	—	—	—	31.4	31.4	-7.3	30	17	—	21	7.2
Saint Louis Christian College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Saint Lukes College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Westminster College (1)	56.1	48.5	42.2	—	—	48.6	15.4	50	28	—	—	13.4
William Jewell College (1)	58.6	47.4	40.8	—	—	* 51.1	—	80	43	—	5	12.8
BA+												
Avila College (1)	51.3	43.8	39.1	35.2	—	* 42.1	—	58	67	—	2	9.8
Baptist Bible College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Calvary Bible College and Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Central Methodist College (1)	47.7	39.4	34.7	29.5	—	38.7	4.7	59	41	—	6	—
Columbia College (1)	49.8	46.0	40.3	36.1	—	* 41.6	3.5	48	46	—	6	10.3
Conception Seminary College (1)	—	41.4	+	—	—	* 41.4	12.5	6	33	—	—	9.0
Drury University (1)	61.6	50.4	40.8	41.6	—	* 47.9	—	103	40	—	4	—
Fontbonne College (1)	57.6	45.9	38.9	28.9	—	* 43.1	0.3	54	61	—	8	9.5
Jewish Hospital-College of Nursing and Allied Hlth (1)	—	52.9	48.4	—	—	* 50.4	—	20	100	—	29	6.5
Lindenwood University (1)	62.7	48.0	42.1	—	—	49.5	11.1	59	53	—	62	9.0
Maryville University of Saint Louis (1)	57.5	48.9	44.1	—	—	* 49.1	—	70	60	—	15	11.0
Missouri Baptist College (1)	+	37.7	34.7	34.9	—	* 35.2	—	28	29	—	30	9.2
Park University (1)	53.1	43.1	37.5	—	—	40.8	5.9	45	42	—	18	7.4
Research College of Nursing (1)	+	59.9	48.3	37.1	—	* 48.4	—	31	100	—	—	—
Rockhurst University (1)	66.2	51.3	40.6	—	—	* 51.1	7.8	119	39	—	9	10.2
Southwest Baptist University (1)	46.9	39.5	32.1	26.4	—	* 36.3	—	81	36	—	22	8.2
St Louis College of Pharmacy (1)	64.8	56.8	63.0	—	—	* 59.5	10.9	22	41	—	65	12.1
Stephens College (1)	—	36.7	33.9	27.3	+	* 34.6	9.1	50	48	—	2	7.1
William Woods University (1)	49.0	42.1	35.4	30.7	—	* 38.2	—	45	47	—	22	9.0
DOCTORAL												
Aquinas Institute of Theology (1)	—	—	—	—	—	—	—	—	—	—	100	—
Assemblies of God Theological Seminary (1)	49.1	45.3	+	—	—	* 47.7	—	10	10	—	—	—
Concordia Seminary (3)	—	—	—	—	—	—	—	—	—	—	—	—
Covenant Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Eden Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Forest Institute of Professional Psychology (1)	—	—	—	—	—	—	—	—	—	—	100	—
Midwestern Baptist Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Nazarene Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Saint Louis University-Main Campus (1)	87.7	62.6	51.7	43.8	—	66.5	11.1	494	31	—	14	14.0
Saint Paul School of Theology (3)	—	—	—	—	—	50.2	—	14	—	—	—	—
Washington University in St Louis (1)	109.8	73.2	68.1	—	—	89.2	10.8	521	27	—	7	18.7
Webster University (1)	72.9	52.3	41.7	—	—	55.7	15.1	126	49	—	17	14.2

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
MONTANA												
Public												
AA												
Dawson Community College (1)	—	—	—	35.3	—	35.3	3.0	26	50	—	—	9.6
Flathead Valley Community College (1)	—	—	—	—	42.0	42.0	5.8	39	38	—	—	8.1
Flathead Valley Community College-Lincoln County (2)	—	—	—	—	—	—	—	—	—	—	—	—
Fort Belknap College (1)	†	—	—	—	—	†	48.3	3	33	—	77	8.6
Fort Peck Community College (1)	—	—	—	31.5	—	31.5	2.0	20	35	—	—	8.3
Helena College of Technology of University of Mt (1)	—	—	—	—	—	—	—	—	—	—	100	—
Miles Community College (1)	—	—	—	—	35.7	35.7	2.6	22	59	—	—	9.7
Montana State University-Billings-College of Techn (3)	—	—	—	—	—	34.8	—	29	—	—	—	—
Montana State University-Coll of Techn-Great Falls (1)	—	—	—	35.3	—	35.3	-4.1	36	61	—	—	10.8
Montana Tech-College of Technology (2)	—	—	—	—	—	—	—	—	—	—	—	—
Stone Child College (1)	—	—	—	32.8	—	32.8	1.9	11	36	—	—	7.4
BA												
The University of Montana-Western (1)	50.1	41.3	38.3	30.1	—	41.2	7.6	47	40	—	—	10.8
BA+												
Montana State University-Billings (1)	55.8	44.8	40.2	32.4	35.4	* 44.4	—	153	37	—	—	11.2
Montana State University-Northern (1)	48.8	43.7	36.2	29.8	—	* 42.9	—	58	28	—	6	9.0
Montana Tech of the University of Montana (1)	57.1	48.8	43.1	37.2	—	49.1	3.8	102	25	—	27	12.1
DOCTORAL												
Montana State University-Bozeman (1)	67.2	53.0	45.9	35.2	—	53.4	2.1	428	34	—	9	13.0
The University of Montana-Missoula (1)	66.9	50.8	43.9	36.4	—	* 53.8	—	449	34	—	13	12.3
Private												
AA												
Blackfeet Community College (1)	—	—	—	25.7	—	25.7	15.8	14	50	—	—	4.5
Chief Dull Knife College (1)	—	—	—	28.2	—	* 28.2	—	7	14	—	—	—
Education America Inc (2)	—	—	—	—	—	—	—	—	—	—	—	—
BA												
Carroll College (1)	46.0	41.0	35.6	—	—	* 40.5	—	80	35	—	2	9.3
Rocky Mountain College (1)	45.8	38.0	32.6	—	—	* 40.5	—	45	40	—	—	—
Salish Kootenai College (1)	—	—	—	35.2	15.0	* 33.8	—	44	48	—	19	9.8
BA+												
University of Great Falls (1)	43.3	38.9	31.6	—	—	* 38.3	—	41	27	—	—	9.0
NEBRASKA												
Public												
AA												
Central Community College (1)	—	—	—	—	34.1	34.1	9.8	82	52	—	44	12.0
McCook Community College (2)	—	—	—	—	—	—	—	—	—	—	—	—
Metropolitan Community College Area (1)	—	—	—	—	40.7	40.7	8.5	147	47	—	17	12.3
Mid Plains Community College (2)	—	—	—	—	—	—	—	—	—	—	—	—
Mid Plains Community College Area (1)	—	—	—	—	40.7	40.7	—	58	45	—	11	12.9
Nebraska College of Technical Agriculture (1)	†	—	36.2	—	—	* 36.2	—	5	80	—	74	9.4
Northeast Community College (1)	—	—	—	—	37.3	37.3	2.6	100	35	—	—	13.9
Southeast Community College Area (1)	—	—	—	—	39.0	39.0	4.3	28	50	—	89	13.6
Western Nebraska Community College (1)	—	—	—	38.6	—	38.6	8.7	59	36	—	3	14.4

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
BA+												
Chadron State College (1)	60.8	46.7	40.0	36.9	—	* 46.2	—	100	29	—	—	12.6
Peru State College (1)	58.1	40.8	37.7	—	+	* 46.5	11.7	40	25	—	—	11.6
University of Nebraska at Kearney (1)	64.4	54.7	44.6	32.6	—	* 50.0	—	300	39	—	3	12.0
Wayne State College (1)	57.0	47.0	39.1	31.0	—	* 47.6	—	128	44	—	—	12.8
DOCTORAL												
University of Nebraska at Lincoln (1)	87.7	63.1	54.8	36.5	—	67.0	12.4	787	29	—	29	14.7
University of Nebraska at Omaha (1)	67.3	59.6	48.1	37.3	+	* 56.0	—	421	38	—	5	12.5
University of Nebraska Medical Center (1)	—	56.5	45.9	39.7	—	* 44.3	—	39	95	—	84	6.1
Private												
AA												
Grand Island College (3)	—	—	—	—	—	—	—	—	—	—	—	—
Nebraska Indian Community College (1)	—	—	—	31.7	—	* 31.7	—	7	71	—	—	5.5
BA												
Dana College (1)	44.2	40.3	35.9	30.5	—	38.2	8.0	40	53	—	—	10.4
Midland Lutheran College (1)	53.8	41.0	36.9	30.8	—	* 40.5	—	58	45	—	—	9.9
Nebraska Christian College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Union College (1)	40.8	39.4	37.8	—	—	* 39.8	—	36	42	—	25	12.5
York College (1)	—	—	—	—	—	—	—	—	—	—	100	—
BA+												
Bellevue University (1)	53.4	46.7	44.3	—	—	* 47.3	—	46	41	—	21	9.5
Bryan LGH Medical Center School of Nurse Anesth (2)	—	—	—	—	—	—	—	—	—	—	—	—
Clarkson College (1)	—	—	43.7	—	—	43.7	9.7	4	100	—	84	8.7
College of Saint Mary (1)	51.3	37.9	35.1	—	—	* 38.8	—	28	68	—	20	7.8
Concordia University (1)	—	—	—	—	—	—	—	—	—	—	100	—
Doane College (1)	59.0	51.0	40.4	30.1	—	45.8	10.3	75	37	—	—	9.5
Grace University (1)	43.4	39.1	31.2	27.2	—	34.1	3.7	23	13	—	—	9.0
Hastings College (1)	55.7	45.2	39.0	39.0	—	* 45.0	—	73	30	—	—	10.6
Nebraska Methodist College of Nursing & Allied Hlt (1)	53.3	57.0	35.4	31.0	—	43.9	3.3	25	100	—	29	9.8
Nebraska Wesleyan University (1)	60.8	48.7	40.9	—	—	* 48.6	—	97	47	—	2	13.4
DOCTORAL												
Creighton University (1)	84.5	55.4	44.4	33.8	+	* 56.6	—	256	38	—	60	13.5

NEVADA

Public

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
AA												
Community College of Southern Nevada (1)	58.2	—	—	40.8	—	51.0	12.0	341	41	—	13	10.7
Truckee Meadows Community College (1)	59.9	—	—	39.8	59.2	52.6	6.7	112	49	—	21	11.3
Western Nevada Community College (1)	60.0	—	—	46.8	56.3	* 56.5	—	80	45	—	1	12.0
BA												
Great Basin College (1)	54.8	—	—	—	—	54.8	19.7	45	40	—	12	8.1
DOCTORAL												
University of Nevada-Las Vegas (1)	89.1	67.1	52.7	47.6	—	* 66.4	—	649	32	—	10	12.9
University of Nevada-Reno (1)	91.6	66.6	52.9	45.7	—	70.2	6.2	414	34	—	10	11.6
Private												
BA+												
Sierra Nevada College (1)	74.5	52.3	35.2	—	+	* 47.5	6.8	21	52	—	22	—

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
NEW HAMPSHIRE												
Public												
AA												
New Hampshire Comm Tech Coll-Manchester/Stratham (1)	41.4	35.6	32.6	—	—	* 38.8	2.2	74	57	—	10	15.3
New Hampshire Community Tech Coll-Laconia/Berlin (1)	40.9	36.2	33.1	30.5	—	* 38.4	—	53	36	—	25	15.2
New Hampshire Community Technical College-Nashua (1)	50.7	35.9	33.2	—	—	* 43.5	—	56	59	—	18	17.2
New Hampshire Technical Institute (1)	42.0	36.0	+	—	—	* 40.9	5.1	75	48	—	22	16.2
BA												
University of New Hampshire-Manchester (2)	—	—	—	—	—	—	—	—	—	—	—	—
BA+												
Keene State College (1)	65.6	52.1	43.1	38.6	+	* 52.4	5.2	189	46	—	4	16.4
Plymouth State College (1)	67.5	52.0	42.7	35.9	+	* 56.4	9.2	166	36	—	—	19.1
DOCTORAL												
University of New Hampshire-Main Campus (1)	83.5	61.5	49.6	48.3	—	* 66.7	—	587	34	—	3	21.3
Private												
AA												
Castle College (2)	—	—	—	—	—	—	—	—	—	—	—	—
Lebanon College (1)	—	—	—	17.0	+	* 17.0	—	4	25	—	43	—
BA												
Colby-Sawyer College (1)	57.7	47.9	40.0	—	—	45.8	8.1	48	46	—	—	13.7
Daniel Webster College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Franklin Pierce College (1)	56.7	45.3	37.8	—	—	* 48.8	—	65	28	—	—	15.9
Magdalen College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Saint Anselm College (1)	63.1	52.7	43.6	34.8	+	* 51.5	—	120	41	—	—	11.6
Thomas More College of Arts (1)	—	—	—	—	—	—	—	—	—	—	100	—
White Pines College (1)	—	—	—	—	30.8	30.8	20.2	8	38	—	—	5.4
BA+												
Franklin Pierce College-Graduate and Prof Studies (1)	—	—	—	—	—	—	—	—	—	—	100	—
Franklin Pierce Law Center (1)	93.3	—	—	48.5	—	* 85.8	—	19	42	—	17	14.5
New England College (1)	47.4	40.0	33.6	—	—	* 39.3	—	52	46	—	—	10.7
Notre Dame College (1)	11.7	6.9	3.5	—	+	* 5.4	-78	37	62	—	20	8.2
Rivier College (1)	50.4	44.9	41.3	—	—	* 45.8	5.4	59	46	—	20	16.5
DOCTORAL												
Antioch New England Graduate School-NH (1)	—	—	—	—	—	—	—	—	—	—	100	—
Bangor Theological Seminary (2)	—	—	—	—	—	—	—	—	—	—	—	—
Dartmouth College (1)	109.1	76.8	64.6	—	—	88.2	16.9	394	34	—	—	23.6
Southern New Hampshire University (1)	73.3	55.6	46.8	—	—	60.9	8.4	97	32	—	5	17.3
NEW JERSEY												
Public												
AA												
Atlantic Cape Community College (1)	68.4	67.7	44.4	—	—	* 52.3	—	71	51	—	—	13.5
Bergen Community College (1)	85.8	67.6	48.6	39.4	+	* 65.8	1.3	199	49	—	—	16.0
Brookdale Community College (1)	78.3	59.4	49.0	38.2	—	59.3	0.6	218	51	—	—	16.1
Burlington County College (1)	74.4	67.3	+	41.0	—	* 54.6	—	64	44	—	—	14.4
Camden County College (1)	83.1	62.2	48.9	—	—	* 56.0	-3.4	117	50	—	3	21.0
County College of Morris (1)	75.9	63.9	51.5	39.8	—	65.9	3.7	174	47	—	—	16.3
Cumberland County College (1)	+	60.4	40.1	—	—	* 50.2	—	39	46	—	3	15.5

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Essex County College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Gloucester County College (1)	79.8	74.9	69.4	54.0	—	70.4	3.2	59	32	—	—	22.0
Hudson County Community College (1)	65.1	58.2	50.9	37.3	—	* 46.9	—	66	47	—	—	15.4
Mercer County Community College (1)	78.1	63.9	47.1	40.5	—	60.6	4.4	108	44	—	8	21.5
Middlesex County College (1)	83.5	69.8	60.0	46.4	—	65.6	7.9	188	59	—	—	14.7
Ocean County College (1)	79.1	59.5	51.5	39.7	—	60.9	3.5	116	52	—	—	12.7
Passaic County Community College (1)	90.5	64.5	51.1	34.9	—	57.3	8.0	86	59	—	—	14.4
Raritan Valley Community College (1)	74.8	61.4	49.7	39.4	+	* 57.7	—	102	54	—	—	12.8
Salem Community College (1)	+	+	47.8	35.1	+	* 39.6	—	25	56	—	—	15.2
Sussex County Community College (1)	+	50.2	41.9	—	—	* 44.1	7.5	37	65	—	—	—
Union County College (1)	79.3	61.2	47.4	36.7	—	61.7	6.5	176	57	—	—	15.9
Warren County Community College (1)	+	+	43.7	35.4	—	* 39.5	—	18	50	—	—	13.8
BA+												
Kean University (1)	83.9	66.9	51.9	31.1	—	* 68.5	—	377	47	—	—	—
New Jersey City University (1)	82.6	64.6	51.5	—	—	* 66.2	4.2	245	44	—	—	13.7
Ramapo College of New Jersey (1)	86.7	66.4	52.1	—	—	68.8	4.3	156	38	—	1	17.6
Rutgers University-Camden (1)	108.1	77.5	57.8	37.0	48.1	* 80.5	—	194	32	—	13	19.4
The College of New Jersey (1)	84.7	67.2	53.6	37.2	—	* 65.7	—	324	43	—	3	17.4
The Richard Stockton College of New Jersey (1)	84.1	67.3	50.3	38.3	—	65.3	11.0	204	43	—	0	16.8
William Paterson University of New Jersey (1)	84.0	67.0	53.1	43.3	—	67.2	6.4	357	42	—	—	14.3
DOCTORAL												
Montclair State University (1)	83.2	68.3	53.2	38.6	—	68.0	5.5	437	40	—	1	18.1
New Jersey Institute of Technology (1)	108.1	84.2	68.1	41.8	65.0	* 79.5	—	444	17	—	6	18.0
Rowan University (1)	84.0	64.2	52.1	39.5	—	63.0	4.1	385	40	—	—	16.1
Rutgers University-New Brunswick (1)	106.4	73.8	57.4	38.2	+	* 81.3	5.1	1,211	30	—	20	19.5
Rutgers University-Newark (1)	113.5	80.9	64.3	52.7	91.5	* 85.2	—	363	36	—	19	19.9
University of Medicine and Dentistry of New Jersey (1)	+	38.5	27.7	43.1	—	* 35.7	-19	57	86	—	81	12.9
Private												
AA												
Muhlenberg Regional Medical Center-School of Rad (2)	—	—	—	—	—	—	—	—	—	—	—	—
BA												
Bloomfield College (1)	65.3	53.8	45.4	39.3	—	* 54.2	—	60	60	—	—	15.2
Rabbi Jacob Joseph School (1)	—	—	—	30.0	—	30.0	-29	3	—	—	—	29.3
Rabbinical College of America (1)	—	—	—	—	—	+	-1.9	4	—	—	73	—
Talmudical Academy-New Jersey (1)	—	—	—	17.7	—	17.7	8.2	3	—	—	—	—
BA+												
Caldwell College (1)	61.7	46.8	37.9	—	37.2	* 45.4	—	74	59	—	—	—
Centenary College (1)	51.7	44.6	39.3	32.8	—	* 40.1	—	47	53	—	—	6.3
College of Saint Elizabeth (1)	61.0	52.6	43.1	—	—	* 51.5	—	51	73	—	11	10.2
Felician College (1)	63.0	48.5	44.6	40.3	—	* 45.1	—	68	60	—	—	7.6
Georgian Court College (1)	61.4	49.6	43.4	—	—	* 50.6	—	84	61	—	—	11.6
Monmouth University (1)	86.8	67.0	53.2	35.2	—	58.3	4.3	211	48	—	—	16.4
Rider University (1)	79.7	71.2	53.4	46.7	—	70.3	6.0	193	39	—	12	17.8
Saint Peters College (1)	67.5	55.9	44.2	39.9	—	54.8	3.7	113	35	—	—	—
DOCTORAL												
Drew University (1)	81.1	59.5	46.7	50.9	—	* 66.8	—	146	43	—	—	19.7
Fairleigh Dickinson University-All Campuses (1)	68.7	58.8	51.9	42.3	—	57.8	3.5	235	36	—	15	16.8
New Brunswick Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Princeton Theological Seminary (1)	95.4	69.2	44.8	—	—	* 83.5	—	51	25	—	—	32.5

BEST COPY AVAILABLE

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Princeton University (1)	131.7	85.9	65.3	55.2	—	* 103.1	—	768	24	—	—	23.3
Seton Hall University (1)	76.1	63.8	50.5	40.0	56.4	61.0	-3.9	298	42	—	21	14.1
Stevens Institute of Technology (1)	89.5	69.7	61.4	51.8	48.9	* 76.4	—	171	15	—	—	17.9
NEW MEXICO												
Public												
AA												
Albuquerque Technical Vocational Institute (1)	—	—	—	37.0	—	37.0	12.6	18	56	—	94	8.7
Clovis Community College (1)	—	—	—	39.8	—	39.8	10.1	44	55	—	24	9.2
Eastern New Mexico University-Roswell Campus (1)	—	—	—	34.5	—	34.5	1.7	52	54	—	13	8.6
Eastern New Mexico University-Ruidoso (1)	—	—	—	24.6	—	24.6	—	7	43	—	22	8.1
Luna Vocational Technical Institute (3)	—	—	—	—	—	37.8	—	39	—	—	—	—
Mesalands Community College (1)	—	—	—	—	39.6	39.6	12.9	13	31	—	—	9.6
New Mexico Junior College (1)	40.1	—	—	—	—	40.1	9.9	69	38	—	—	8.4
New Mexico Military Institute (1)	61.9	51.8	44.7	35.1	59.7	* 49.9	—	59	44	—	5	11.0
New Mexico State University-Alamogordo (1)	44.0	40.9	37.0	31.8	—	37.4	9.7	46	30	—	2	9.5
New Mexico State University-Carlsbad (1)	49.2	+	37.3	34.3	—	* 37.8	—	22	64	—	8	10.5
New Mexico State University-Dona Ana (1)	44.4	38.6	35.9	33.3	—	37.7	9.2	51	57	—	38	9.2
New Mexico State University-Grants (1)	+	44.2	+	35.3	—	* 38.3	—	14	50	—	—	10.1
Northern New Mexico Community College (1)	—	—	—	35.3	—	35.3	6.9	43	—	—	4	8.1
San Juan College (1)	52.6	47.6	45.4	40.3	—	44.4	10.2	83	49	—	8	13.3
Santa Fe Community College (1)	—	—	—	30.9	—	30.9	-0.0	39	56	—	40	7.9
University of New Mexico-Gallup Campus (1)	+	+	41.3	40.7	—	* 41.0	12.8	63	51	—	9	8.6
University of New Mexico-Los Alamos Campus (1)	—	—	+	—	—	+	—	3	100	—	25	—
University of New Mexico-Valencia County Branch (1)	+	41.4	37.2	37.0	—	* 38.1	—	19	58	—	21	9.2
BA+												
Eastern New Mexico University-Main Campus (1)	57.5	47.1	39.7	31.0	—	* 43.7	—	128	41	—	—	10.4
New Mexico Highlands University (1)	52.5	45.2	39.5	—	40.8	44.5	1.6	125	40	—	7	10.3
Western New Mexico University (1)	54.6	40.3	36.7	—	—	* 45.5	13.3	81	46	—	—	14.0
DOCTORAL												
New Mexico Institute of Mining and Technology (1)	4.0	2.5	3.9	—	10.0	* 5.5	—	148	22	—	3	7.8
New Mexico State University-Main Campus (1)	67.0	55.1	48.2	29.8	—	54.6	8.8	425	33	—	24	13.8
University of New Mexico-Main Campus (1)	78.3	57.6	49.3	39.0	—	* 61.6	—	766	38	—	13	12.4
Private												
AA												
Crownpoint Institute of Technology (1)	—	—	—	28.3	—	28.3	-6.2	31	35	—	—	—
BA+												
College of Santa Fe (1)	57.2	51.8	41.6	—	—	* 51.7	17.6	53	36	—	23	12.5
College of the Southwest (1)	—	+	39.5	—	—	* 39.5	12.1	22	45	—	—	7.2
Southwestern College (1)	—	—	—	—	—	+	—	1	100	—	75	3.3
St John's College (1)	—	—	—	—	—	—	—	—	—	—	100	—
NEW YORK												
Public												
AA												
Adirondack Community College (1)	58.0	45.1	40.2	—	—	* 48.2	—	95	51	—	—	15.5
Broome Community College (1)	61.4	55.4	40.2	—	—	* 54.7	—	145	43	—	—	17.5
Cayuga County Community College (1)	62.2	+	45.3	40.0	—	* 51.6	—	50	48	—	6	13.1
Clinton Community College (1)	51.3	44.3	35.0	—	—	42.3	5.1	44	55	—	—	13.5

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Columbia-Greene Community College (1)	56.3	48.5	37.0	36.0	—	45.3	5.3	45	49	—	4	16.2
Corning Community College (1)	53.6	43.7	31.5	32.7	—	44.4	-4.7	104	40	—	6	12.2
CUNY Borough of Manhattan Community College (1)	81.1	60.1	49.7	41.6	—	60.6	-0.4	282	50	—	—	11.5
CUNY Bronx Community College (1)	80.4	58.7	47.6	41.4	—	* 57.2	—	216	42	—	—	9.5
CUNY Hostos Community College (1)	82.2	67.1	52.4	46.9	—	59.6	-3.3	150	55	—	—	10.8
CUNY Kingsborough Community College (1)	82.1	60.6	49.3	24.6	—	* 55.2	—	260	51	—	—	10.9
CUNY La Guardia Community College (1)	78.5	61.6	47.1	43.4	—	61.1	-2.7	254	57	—	—	11.5
CUNY Queensborough Community College (1)	82.3	60.6	50.6	44.5	—	65.1	-1.8	255	41	—	—	11.8
Dutchess Community College (1)	64.9	53.7	43.8	36.8	—	49.2	8.8	119	49	—	—	16.3
Erie Community College (1)	64.1	54.1	48.1	36.9	—	55.9	—	336	47	—	—	14.9
Erie Community College-City Campus (3)	—	—	—	—	—	53.4	—	109	—	—	—	—
Erie Community College-North Campus (3)	—	—	—	—	—	54.1	—	181	—	—	—	—
Erie Community College-South Campus (3)	—	—	—	—	—	54.5	—	117	—	—	—	—
Finger Lakes Community College (1)	65.4	51.2	40.3	33.9	—	49.2	0.7	107	42	—	—	13.1
Fulton-Montgomery Community College (1)	66.9	55.2	45.5	34.3	—	50.9	-4.4	50	32	—	—	17.0
Genesee Community College (1)	55.5	43.6	38.5	30.3	—	43.4	-10	67	58	—	—	13.6
Herkimer County Community College (1)	50.6	43.2	37.7	32.1	—	* 41.6	—	79	38	—	—	11.9
Hudson Valley Community College (1)	64.7	53.1	42.3	34.8	—	47.7	-5.1	251	54	—	—	13.6
Jamestown Community College (1)	54.1	46.4	40.2	36.4	—	45.6	7.9	74	58	—	—	16.1
Jamestown Community College-Cattaraugus County (2)	—	—	—	—	—	—	—	—	—	—	—	—
Jefferson Community College (1)	66.5	54.1	44.6	37.0	—	* 48.7	—	74	59	—	—	12.5
Mohawk Valley Community College-Rome Branch (2)	—	—	—	—	—	—	—	—	—	—	—	—
Mohawk Valley Community College-Utica Branch (1)	56.6	45.3	38.0	32.2	—	41.4	8.7	139	37	—	—	12.9
Monroe Community College (1)	70.1	56.1	44.3	35.9	—	* 52.6	-0.7	277	46	—	2	16.3
Monroe Community College-E Kent Damon City Center (2)	—	—	—	—	—	—	—	—	—	—	—	—
Nassau Community College (1)	87.9	69.7	60.0	48.0	—	67.4	-1.7	536	51	—	8	22.3
Niagara County Community College (1)	73.2	61.0	52.3	37.9	—	61.9	9.3	119	50	—	2	22.5
North Country Community College (1)	58.2	58.5	38.4	33.4	—	* 39.9	—	34	47	—	—	12.1
North Country Community College-Malone (2)	—	—	—	—	—	—	—	—	—	—	—	—
North Country Community College-Ticonderoga (2)	—	—	—	—	—	—	—	—	—	—	—	—
Onondaga Community College (1)	63.8	54.5	46.6	40.7	—	* 54.9	—	148	46	—	—	18.4
Orange County Community College (1)	68.3	56.1	46.6	36.9	—	49.8	7.0	132	50	—	—	19.3
Rockland Community College (1)	79.6	64.6	56.4	41.8	—	67.0	10.1	126	56	—	5	20.7
Schenectady County Community College (1)	51.9	40.7	35.7	32.0	—	* 43.6	—	65	52	—	—	15.5
Suffolk County Community College (1)	79.8	60.5	53.3	44.9	—	66.5	—	308	46	—	—	18.7
Suffolk County Community College-Ammerman Campus (3)	—	—	—	—	—	71.3	—	247	—	—	—	—
Suffolk County Community College-Eastern Campus (3)	—	—	—	—	—	62.0	—	48	—	—	—	—
Suffolk County Community College-Western Campus (3)	—	—	—	—	—	66.5	—	109	—	—	—	—
Sullivan County Community College (1)	53.2	44.1	39.3	33.1	—	44.4	5.9	47	40	—	—	13.4
SUNY Ulster County Community College (1)	60.3	50.4	42.1	37.5	—	49.6	0.3	64	45	—	—	15.1
SUNY Westchester Commmunity College (1)	87.3	76.1	62.3	—	—	73.4	0.9	162	48	—	—	25.8
Tompkins-Cortland Community College (1)	57.1	43.4	38.8	32.8	—	* 50.2	—	61	57	—	—	16.4
BA												
CUNY Medgar Evers College (1)	79.8	64.4	56.1	46.8	—	61.7	-2.9	148	49	—	—	11.1
CUNY New York City Technical College (1)	82.7	65.9	51.4	45.8	—	61.3	-5.4	293	43	—	—	12.5
CUNY York College (1)	82.6	63.0	52.4	34.9	—	* 62.7	—	168	45	—	—	11.9
SUNY College at Old Westbury (1)	74.0	55.4	45.0	40.6	—	* 55.9	—	118	50	—	—	11.9
SUNY College of Agric and Techn at Cobleskill (1)	55.4	47.2	41.9	37.8	—	* 47.8	—	112	32	—	2	10.3
SUNY College of Agric and Techn at Morrisville (1)	57.9	48.1	42.8	31.6	—	* 45.8	—	112	39	—	3	9.5
SUNY College of Technology at Alfred (1)	59.5	48.1	41.4	35.5	—	* 48.1	—	133	23	—	1	9.7
SUNY College of Technology at Canton (1)	56.4	46.5	43.9	37.7	—	46.5	2.1	83	34	—	—	9.2

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
SUNY College of Technology at Delhi (1)	54.4	47.2	41.3	36.5	—	45.5	8.2	95	38	—	3	9.2
SUNY College of Technology at Farmingdale (1)	78.6	58.1	48.5	42.5	—	*64.1	—	161	39	—	2	13.3
United States Merchant Marine Academy (1)	—	—	—	—	—	—	—	—	—	—	100	—
United States Military Academy (2)	—	—	—	—	—	—	—	—	—	—	—	—
BA+												
CUNY Bernard M Baruch College (1)	84.8	68.4	55.7	49.8	—	69.4	-1.2	477	36	—	—	12.9
CUNY Brooklyn College (1)	85.4	66.5	48.6	44.0	—	68.6	-4.0	517	37	—	—	12.6
CUNY City College (1)	88.0	69.3	56.0	49.8	—	75.4	2.7	492	30	—	—	13.9
CUNY Hunter College (1)	84.0	67.0	27.7	46.8	—	61.0	-11	591	52	—	—	12.2
CUNY John Jay College Criminal Justice (1)	86.6	67.4	56.3	47.6	—	65.8	-2.4	300	49	—	—	10.9
CUNY Lehman College (1)	85.9	67.7	54.2	49.6	—	*68.2	—	294	43	—	—	12.2
CUNY Queens College (1)	85.9	69.9	50.9	44.5	—	*70.2	—	587	38	—	—	12.5
Fashion Institute of Technology (1)	86.2	72.3	54.4	41.8	—	61.0	-5.3	211	52	—	—	19.5
SUNY College at Brockport (1)	75.1	63.2	47.6	40.3	—	*56.8	7.5	294	39	—	—	14.6
SUNY College at Buffalo (1)	66.9	55.8	47.8	36.7	—	*54.0	—	400	39	—	2	13.5
SUNY College at Cortland (1)	63.3	51.0	42.3	32.0	—	*51.0	6.3	245	38	—	—	11.3
SUNY College at Fredonia (1)	66.3	53.1	42.6	33.0	—	52.7	6.2	256	39	—	2	12.2
SUNY College at Geneseo (1)	64.3	52.6	44.8	44.6	—	51.7	9.7	258	40	—	1	13.8
SUNY College at New Paltz (1)	68.6	53.9	46.4	39.2	—	52.4	4.1	308	45	—	2	11.9
SUNY College at Oneonta (1)	66.7	53.9	45.6	37.6	—	51.9	3.5	215	35	—	1	11.8
SUNY College at Oswego (1)	64.3	54.2	43.7	38.4	—	*51.9	—	303	39	—	2	11.6
SUNY College at Plattsburgh (1)	64.1	53.1	43.2	36.1	—	*51.6	—	262	34	—	3	11.5
SUNY College at Potsdam (1)	65.0	49.1	41.3	34.6	—	48.8	5.5	224	35	—	—	10.8
SUNY College at Purchase (1)	68.1	56.3	44.2	—	—	56.7	5.9	139	44	—	—	13.0
SUNY Empire State College (1)	—	—	—	—	—	—	—	—	—	—	100	—
SUNY Institute of Technology at Utica-Rome (1)	67.6	59.2	55.9	—	—	*59.4	—	88	31	—	—	13.3
SUNY Maritime College (1)	59.4	54.4	42.5	—	—	*53.7	6.2	51	12	—	—	11.7
DOCTORAL												
Cornell University-NY State Statutory Colleges (1)	115.5	81.2	67.9	48.4	—	*84.9	—	129	29	—	81	30.5
CUNY College of Staten Island (1)	83.2	68.0	49.1	40.1	—	*61.5	—	331	42	—	—	11.8
CUNY Graduate School and University Center (1)	93.9	62.2	49.6	—	—	*87.8	—	135	39	—	—	—
New York State College of Ceramics at Alfred Univ (1)	70.2	63.6	47.6	—	—	*60.2	—	57	33	—	—	13.2
SUNY at Albany (1)	90.1	64.6	53.8	41.2	—	70.2	8.1	584	33	—	1	17.1
SUNY at Binghamton (1)	90.1	65.2	55.9	42.4	—	68.0	12.5	480	34	—	—	15.6
SUNY at Buffalo (1)	98.0	69.6	56.9	49.5	—	*76.7	—	811	30	—	18	19.2
SUNY at Stony Brook (1)	97.1	71.4	58.3	43.4	—	75.7	8.9	687	30	—	18	16.8
SUNY College of Environmental Science and Forestry (1)	78.0	57.9	51.0	—	—	*60.1	—	80	24	—	30	14.0
SUNY College of Optometry (1)	+	—	—	—	—	+	—	1	—	—	98	16.7
SUNY Health Science Center at Brooklyn (1)	—	—	—	—	—	—	—	—	—	—	100	—
SUNY Health Science Center at Syracuse (1)	—	—	—	—	—	—	—	—	—	—	100	—
Private												
AA												
Bramson ORT College (2)	—	—	—	—	—	—	—	—	—	—	—	—
Catholic Medical Center School of Nursing (3)	—	—	—	—	—	—	—	—	—	—	—	—
Cochran School of Nursing (1)	—	—	—	—	—	—	—	—	—	—	100	—
Crouse Hospital School of Nursing (1)	—	—	—	45.0	—	45.0	7.1	13	100	—	—	14.0
CVPH Medical Center School of Radiologic Techn (2)	—	—	—	—	—	—	—	—	—	—	—	—
Dorothea Hopfer School of Nursing-Mt Vernon Hosp (0)	—	—	—	—	—	—	—	—	—	—	100	—
Ellis Hospital School of Nursing (1)	—	—	—	—	—	—	—	—	—	—	100	—
Gamla College (1)	—	—	—	—	—	—	—	—	—	—	100	—

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Helene Fuld College of Nursing (1)	—	—	—	—	—	—	—	—	—	—	100	—
Long Island College Hospital School of Nursing (3)	—	—	—	—	—	50.0	—	5	—	—	—	—
Lynn University-Old Forge Center (3)	—	—	—	—	—	—	—	—	—	—	—	—
Maria College of Albany (1)	+	38.4	33.2	30.6	—	* 33.3	—	26	88	—	—	5.7
Mater Dei College (2)	—	—	—	—	—	—	—	—	—	—	—	—
Memorial Hospital School of Nursing (1)	—	—	34.5	—	—	34.5	1.6	4	100	—	—	—
Millard Fillmore Hospital School of Nursing (2)	—	—	—	—	—	—	—	—	—	—	—	—
Phillips Beth Israel School of Nursing (1)	—	—	—	—	—	—	—	—	—	—	100	—
Saint Elizabeth College of Nursing (3)	—	—	—	—	—	—	—	—	—	—	—	—
Saint Lukes Memorial Hospital Ctr Sch of Rad Tech (2)	—	—	—	—	—	—	—	—	—	—	—	—
Samaritan Hospital School of Nursing (1)	—	—	35.9	—	—	35.9	-0.5	4	100	—	20	4.5
Sisters of Charity Hospital School of Nursing (2)	—	—	—	—	—	—	—	—	—	—	—	—
Sisters of Charity Medical Center School of Nurs (3)	—	—	—	—	—	—	—	—	—	—	—	—
St Josephs Hospital Health Center School of Nurs (1)	—	—	—	—	—	—	—	—	—	—	100	—
Trocaire College (1)	33.0	31.8	+	25.2	—	* 30.5	—	30	87	—	6	7.8
Villa Maria College Buffalo (1)	—	—	—	—	—	—	—	—	—	—	100	—
BA												
Albany College of Pharmacy (1)	78.3	60.1	53.2	36.9	—	* 56.4	5.9	31	48	—	35	15.7
Barnard College (1)	100.9	65.5	55.1	48.1	—	* 69.3	—	183	58	—	—	18.0
Beth Hatalmud Rabbinical College (1)	—	—	—	29.5	—	29.5	414	6	—	—	—	—
Cazenovia College (1)	56.9	45.1	38.1	—	—	* 45.7	—	48	65	—	—	9.8
College of Aeronautics (3)	—	—	—	—	—	—	—	—	—	—	—	—
Culinary Institute of America (1)	—	—	—	—	—	—	—	—	—	—	100	—
Hamilton College (1)	88.7	65.7	49.5	40.7	—	* 70.2	—	168	39	—	—	19.7
Hartwick College (1)	64.0	50.4	41.5	31.9	—	* 50.7	—	105	44	—	—	13.6
Hilbert College (1)	47.8	41.8	38.2	—	—	* 42.8	—	36	42	—	—	10.1
Hobart William Smith Colleges (1)	—	—	—	—	—	—	—	—	—	—	100	—
Houghton College (1)	52.6	45.4	35.9	—	—	* 46.7	—	85	19	—	3	13.8
Machzikei Hadath Rabbinical College (1)	—	—	—	26.5	—	26.5	98.4	7	—	—	—	9.3
Marymount College (3)	—	—	—	—	—	46.1	—	58	—	—	—	—
Marymount Manhattan College (1)	57.9	52.7	37.0	—	—	43.7	-1.0	83	64	—	—	13.2
Mercy College-Bronx Branch Campus (2)	—	—	—	—	—	—	—	—	—	—	—	—
Mercy College-White Plains Branch Campus (2)	—	—	—	—	—	—	—	—	—	—	—	—
Mercy College-Yorktown Heights Branch Campus (2)	—	—	—	—	—	—	—	—	—	—	—	—
Mesivta Torah Vodaath Rabbinical Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Ohr Somayach (1)	—	—	—	22.9	—	22.9	—	11	—	—	—	—
Paul Smiths College of Arts and Science (1)	48.7	36.7	30.8	23.6	—	* 38.8	—	49	45	—	6	—
Practical Bible College (1)	38.2	—	+	—	—	* 38.2	1.0	8	25	—	—	—
Rabbinical College Bobover Yeshiva Bnei Zion (2)	—	—	—	—	—	—	—	—	—	—	—	—
Rabbinical College of Long Island (1)	—	—	—	20.4	—	20.4	—	5	—	—	—	18.8
Rabbinical College of Ohr Shimon Yisroel (1)	—	—	—	—	—	—	—	—	—	—	100	—
St Francis College (3)	—	—	—	—	—	55.4	—	65	—	—	—	—
Talmudical Seminary Oholei Torah (1)	—	—	—	31.7	—	31.7	195	15	—	—	—	—
The Sage Colleges-Troy Campus (1)	50.1	43.0	35.1	30.3	—	41.8	0.3	151	66	—	—	11.3
Webb Institute (1)	—	—	—	—	—	—	—	—	—	—	100	—
Wells College (1)	62.6	50.1	38.0	—	—	* 54.9	—	50	58	—	—	10.0
Yeshiva Gedolah Imrei Yosef D'spinka (3)	—	—	—	—	—	—	—	—	—	—	—	—
Yeshiva Shaar Hatorah (1)	—	—	—	—	—	—	—	—	—	—	100	—
BA+												
Albany Law School (1)	111.0	+	76.7	—	—	* 99.8	4.3	40	40	—	—	—
Audrey Cohen College (1)	—	—	—	—	—	—	—	—	—	—	100	—

BEST COPY AVAILABLE

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Bank Street College of Education (1)	—	—	—	—	61.2	61.2	8.8	41	88	—	16	13.6
Boricua College (1)	—	—	—	35.0	—	35.0	0.5	16	56	—	69	7.1
Canisius College (1)	68.7	60.7	46.7	—	—	* 60.0	—	186	32	—	—	16.4
Central Yeshiva Tomchei Tmimim Lubavitz (1)	—	—	—	22.9	—	22.9	-16	14	—	—	—	8.9
Colgate Rochester Crozer Divinity School (1)	—	—	—	—	—	—	—	—	—	—	100	—
Colgate University (1)	98.9	73.0	54.6	39.3	—	* 73.3	—	243	40	—	—	20.1
College of Mount Saint Vincent (1)	53.8	52.0	41.6	37.4	—	47.3	-1.5	72	65	—	—	10.7
Concordia College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Cooper Union for the Advancement of Science & Art (1)	83.7	62.5	+	—	—	* 77.6	7.7	56	25	—	—	25.4
D'Youville College (1)	57.6	49.3	38.8	44.2	—	* 45.5	—	99	56	—	—	9.8
Daemen College (1)	55.8	45.7	38.8	—	—	* 46.6	—	63	48	—	14	13.2
Dominican College of Blauvelt (1)	—	—	—	—	—	—	—	—	—	—	100	—
Elmira College (1)	66.2	45.5	40.1	—	+	* 47.5	—	60	38	—	6	13.8
Graduate School of Figurative Art (3)	—	—	—	—	—	43.5	—	4	—	—	—	—
Iona College (1)	77.1	59.5	46.9	38.4	—	58.4	7.0	160	38	—	—	13.6
Ithaca College (1)	72.4	57.9	44.9	39.5	—	* 54.4	—	419	42	—	—	15.6
Keuka College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Le Moyne College (1)	75.2	61.5	46.3	—	—	* 61.6	—	132	39	—	—	16.5
Long Island University-Brentwood (2)	—	—	—	—	—	—	—	—	—	—	—	—
Long Island University-Rockland Campus (2)	—	—	—	—	—	—	—	—	—	—	—	—
Long Island University-Southampton College (1)	83.9	62.1	52.1	—	—	* 66.1	11.4	65	26	—	—	15.4
Long Island University-Westchester (2)	—	—	—	—	—	—	—	—	—	—	—	—
Manhattan College (3)	—	—	—	—	—	63.9	—	163	—	—	—	—
Manhattanville College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Marist College (1)	74.9	61.9	46.1	41.2	—	51.2	7.4	178	38	—	—	17.9
Medaille College (1)	63.9	51.0	41.5	35.5	—	46.1	2.3	61	39	—	—	9.1
Mercy College-Main Campus (1)	74.7	61.0	70.0	46.1	38.4	* 67.1	—	152	49	—	27	12.3
Molloy College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Mount Saint Mary College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Nazareth College of Rochester (1)	67.5	55.0	45.4	—	—	55.2	9.8	127	51	—	4	14.1
New York College for Wholistic Health Ed and Res (1)	—	—	—	—	—	—	—	—	—	—	100	—
New York Institute of Technology-Central Islip (1)	86.3	81.0	66.0	—	—	* 78.1	—	16	44	—	—	20.6
New York Institute of Technology-Manhattan Campus (1)	85.9	66.9	53.1	—	—	* 68.3	—	45	24	—	—	20.8
New York Institute of Technology-Old Westbury (1)	89.5	68.9	57.9	—	—	* 72.1	—	149	30	—	—	22.2
Niagara University (1)	66.5	53.6	46.1	41.9	—	* 54.5	—	128	38	—	—	12.1
Nyack College (1)	48.2	43.8	38.9	32.2	—	42.2	7.4	78	35	—	—	13.1
Pace University-Pleasantville Briarcliff (3)	—	—	—	—	—	72.5	—	159	—	—	—	—
Pratt Institute-Main (1)	57.4	49.7	42.3	—	—	52.8	30.0	98	28	—	8	15.4
Rabbinical College of Ch'san Sofer New York (1)	—	—	—	—	—	—	—	—	—	—	100	—
Rabbinical Seminary of Adas Yereim (1)	—	—	—	—	—	—	—	—	—	—	100	—
Roberts Wesleyan College (1)	54.2	48.4	39.9	—	—	46.4	15.1	61	41	—	22	—
Saint Bonaventure University (1)	58.4	48.0	42.3	30.2	—	* 46.0	—	148	27	—	—	14.1
Saint John Fisher College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Saint Josephs College-Main Campus (1)	74.9	57.2	47.3	36.8	—	* 52.6	—	118	58	—	—	11.7
Saint Josephs College-Suffolk Campus (2)	—	—	—	—	—	—	—	—	—	—	—	—
Saint Josephs Seminary and College (0)	—	—	—	—	—	—	—	—	—	—	100	—
Saint Thomas Aquinas College (1)	67.7	54.1	46.5	—	—	* 56.7	—	61	43	—	—	—
Sarah Lawrence College (1)	—	—	—	—	65.7	65.7	4.0	97	45	—	—	17.7
Sh'or Yoshuv Rabbinical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Siena College (1)	65.4	56.2	47.7	35.1	—	56.9	10.4	156	38	—	—	16.8
Skidmore College (1)	83.1	63.4	50.0	—	39.3	* 63.2	—	196	45	—	—	19.4

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
St Bernards Institute (1)	+	+	—	—	—	+	20.4	3	67	—	—	6.6
St Lawrence University (1)	77.3	56.3	44.8	—	—	*60.0	6.7	158	38	—	—	16.7
Sunbridge College (1)	—	—	—	—	—	—	—	—	—	—	100	—
The College of Insurance (3)	—	—	—	—	—	—	—	—	—	—	—	—
The College of New Rochelle (1)	77.8	58.4	49.0	—	—	*57.9	—	76	70	—	29	15.5
The College of Saint Rose (1)	62.0	51.7	41.1	33.6	+	*47.8	—	159	57	—	—	13.7
Unification Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Union College (1)	86.8	66.7	51.0	44.1	—	70.4	6.0	171	36	—	—	20.9
United Talmudical Seminary (3)	—	—	—	—	—	—	—	—	—	—	—	—
Utica College of Syracuse University (1)	59.3	50.5	40.7	—	—	*48.8	—	104	44	—	—	15.7
Vassar College (1)	98.7	68.0	51.4	45.4	—	*70.8	—	246	48	—	—	19.7
Wagner College (3)	—	—	—	—	—	52.3	—	84	—	—	—	—
Yeshiva of Nitra Rabbinical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
DOCTORAL												
Adelphi University (1)	—	—	—	—	—	—	—	—	—	—	100	—
Alfred University (1)	67.2	48.8	41.5	34.5	—	*55.2	—	115	37	—	—	14.1
Bais Medrash Elyon (1)	—	—	—	25.7	—	25.7	—	5	—	—	—	8.7
Bard College (1)	90.3	63.9	50.8	—	—	73.7	17.2	110	35	—	—	22.1
Clarkson University (1)	85.8	66.3	56.9	40.0	35.7	*64.2	—	163	21	—	1	16.5
Columbia University in the City of New York (1)	125.5	80.9	65.1	56.6	—	95.6	8.8	1,094	27	—	20	19.5
Cornell University-Endowed Colleges (1)	110.6	81.4	69.2	50.9	—	88.5	12.3	925	28	—	—	27.1
Dowling College (3)	—	—	—	—	—	—	—	—	—	—	—	—
Fordham University (1)	100.6	73.1	56.4	43.0	37.7	76.4	6.4	601	36	—	—	19.4
Hebrew Union College-Jewish Institute of Religion (2)	—	—	—	—	—	—	—	—	—	—	—	—
Hofstra University (1)	95.4	69.9	54.2	45.4	—	72.0	3.3	464	38	—	—	21.3
Jewish Theological Seminary of America (1)	+	—	+	20.5	—	*20.5	—	6	17	—	91	3.2
Long Island University-Brooklyn Campus (1)	91.3	65.6	58.4	52.4	+	*70.0	—	276	49	—	—	16.0
Long Island University-C W Post Campus (1)	84.3	69.4	59.9	48.5	+	*73.0	—	306	42	—	—	16.0
Manhattan School of Music (1)	—	—	—	84.3	—	84.3	140	69	38	—	5	6.6
Mesivta of Eastern Parkway-Yeshiva Zichron Meilech (1)	—	—	—	—	—	+	—	2	—	—	—	40.3
Mesivtha Tifereth Jerusalem of America (1)	33.6	34.2	+	—	—	*33.9	3.1	9	—	—	10	—
Mirrer Yeshiva Cent Institute (1)	—	—	—	—	—	—	—	—	—	—	100	—
New School University (1)	94.7	80.8	52.2	58.2	55.8	*68.5	—	156	40	—	—	13.9
New York University (1)	125.8	81.0	69.8	35.4	56.6	92.8	5.4	1,485	37	—	46	30.0
Pace University-New York (1)	97.8	74.4	61.7	44.7	53.7	*79.9	12.6	429	40	—	—	22.4
Pace University-White Plains (3)	—	—	—	—	—	111.4	—	70	—	—	—	—
Polytechnic University (1)	92.8	68.9	65.0	40.4	—	*69.0	—	140	20	—	13	15.2
Rabbinical College Beth Shraga (1)	—	—	—	—	—	+	—	2	—	—	—	—
Rabbinical Seminary M'kor Chaim (1)	—	—	—	—	—	+	—	2	—	—	—	—
Rabbinical Seminary of America (1)	—	—	—	—	—	—	—	—	—	—	100	—
Rensselaer Polytechnic Institute (1)	95.2	66.6	61.3	34.5	34.8	*76.0	—	391	16	—	7	18.1
Rochester Institute of Technology (1)	85.9	67.0	55.0	46.6	+	*65.4	—	605	30	—	4	21.6
Rockefeller University (0)	—	—	—	—	—	—	—	—	—	—	100	—
Saint Vladimirs Orthodox Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
St John's University-New York (1)	101.9	67.6	56.4	—	—	*75.5	—	510	30	—	5	25.1
Syracuse University (1)	82.2	63.1	52.3	45.3	—	*67.0	—	818	32	—	2	21.6
Teachers College at Columbia University (1)	104.2	81.3	61.5	38.8	—	81.0	12.6	153	56	—	—	24.7
The General Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
The Juilliard School (1)	—	—	—	—	54.8	54.8	14.2	114	37	—	—	—
Torah Temimah Talmudical Seminary (1)	—	—	—	71.2	—	71.2	9.9	9	—	—	—	16.5
Touro College (1)	—	—	—	—	—	—	—	—	—	—	100	—

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Union Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
University of Rochester (1)	97.5	71.1	66.9	49.7	—	81.0	4.8	499	24	—	—	17.6
Yeshiva and Kollel Harbotzas Torah (1)	—	—	—	—	—	+	—	1	—	—	—	—
Yeshiva D'Monsey Rabbinical College (3)	—	—	—	—	—	—	—	—	—	—	—	—
Yeshiva Derech Chaim (1)	—	—	—	36.3	—	36.3	105	11	—	—	—	13.6
Yeshiva Karlin Stolin (1)	—	—	—	12.4	—	12.4	1.6	3	—	—	—	—
Yeshiva University (1)	—	—	—	—	—	—	—	—	—	—	100	—
Yeshivat Mikdash Melech (1)	—	—	—	43.0	—	43.0	—	6	—	—	—	—
Yeshivath Viznitz (1)	—	—	—	20.2	—	20.2	99.4	25	—	—	—	—
Yeshivath Zichron Moshe (1)	—	—	—	24.9	—	24.9	—	6	—	—	—	11.3

NORTH CAROLINA

Public

AA

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Alamance Community College (1)	—	—	—	39.5	—	39.5	26.5	75	57	—	—	4.4
Asheville Buncombe Technical Community College (1)	—	—	—	—	37.5	37.5	16.8	117	53	—	—	8.2
Beaufort County Community College (1)	—	—	—	—	33.7	33.7	4.9	67	52	—	—	7.4
Bladen Community College (1)	—	—	—	42.0	—	42.0	10.9	33	48	—	—	8.1
Blue Ridge Community College (1)	—	—	—	—	34.9	34.9	14.2	58	48	—	—	6.4
Brunswick Community College (1)	—	—	—	42.8	—	42.8	58.8	28	43	—	—	8.3
Caldwell Community College and Technical Institute (1)	—	—	—	36.7	—	36.7	14.2	97	61	—	—	7.2
Cape Fear Community College (1)	—	—	—	—	37.0	37.0	8.9	181	52	—	—	42.5
Carolinas College of Health Sciences (1)	—	—	—	—	44.0	* 44.0	—	10	90	—	44	8.6
Carteret Community College (1)	—	—	—	34.1	—	34.1	-6.9	55	71	—	—	6.4
Catawba Valley Community College (1)	—	—	—	—	36.8	36.8	11.5	101	44	—	—	7.8
Central Carolina Community College (1)	—	—	—	—	36.5	36.5	3.2	135	47	—	—	7.5
Central Piedmont Community College (1)	—	—	—	—	34.8	34.8	-16	307	56	—	—	5.5
Cleveland Community College (1)	—	—	—	36.9	—	36.9	0.7	62	50	—	—	7.0
Coastal Carolina Community College (1)	—	—	—	36.6	—	36.6	0.9	113	55	—	—	6.8
College of the Albemarle (1)	—	—	—	—	32.2	32.2	9.2	81	49	—	—	6.8
Craven Community College (1)	—	—	—	—	38.0	38.0	4.1	57	54	—	—	7.7
Davidson County Community College (1)	—	—	—	—	39.2	39.2	6.2	81	56	—	—	8.3
Durham Technical Community College (1)	—	—	—	—	38.3	38.3	4.3	123	55	—	—	8.0
Edgecombe Community College (1)	—	—	—	31.2	—	31.2	-13	86	60	—	—	6.6
Fayetteville Technical Community College (1)	—	—	—	—	36.5	36.5	6.0	279	53	—	—	6.7
Forsyth Technical Community College (1)	—	—	—	—	37.4	37.4	14.2	162	54	—	—	7.0
Gaston College (1)	—	—	—	—	40.3	40.3	25.2	116	58	—	—	10.3
Guilford Technical Community College (1)	39.6	47.2	+	29.9	—	* 31.8	-5.7	204	50	—	—	4.2
Halifax Community College (1)	—	—	—	—	35.3	35.3	-0.7	65	51	—	—	6.4
Haywood Community College (1)	—	—	—	37.9	—	37.9	11.9	56	34	—	—	7.2
Isothermal Community College (1)	—	—	—	37.8	—	37.8	24.1	60	60	—	—	7.5
James Sprunt Community College (1)	—	—	—	—	30.4	30.4	15.3	60	58	—	—	6.3
Johnston Community College (1)	—	—	—	34.3	—	34.3	-1.2	113	46	—	—	3.1
Lenoir Community College (1)	—	—	—	—	35.0	35.0	16.7	78	58	—	—	7.4
Martin Community College (1)	—	—	—	32.5	+	* 32.5	—	31	52	—	—	6.2
Mayland Community College (1)	—	—	—	33.1	—	33.1	11.2	40	50	—	—	7.1
McDowell Technical Community College (1)	—	—	—	29.5	—	29.5	—	47	47	—	—	6.4
Mitchell Community College (1)	—	—	—	30.8	—	30.8	-5.4	57	53	—	—	6.8
Montgomery Community College (1)	—	—	—	—	32.3	32.3	—	34	44	—	—	6.2
Nash Community College (1)	—	—	—	36.3	—	36.3	33.8	70	54	—	—	6.8
Pamlico Community College (1)	—	—	—	32.2	—	32.2	-16	26	42	—	—	6.9

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Piedmont Community College (1)	—	—	—	—	32.7	32.7	-2.4	75	48	—	—	40.1
Pitt Community College (1)	—	—	—	—	39.4	39.4	16.9	145	59	—	—	7.0
Randolph Community College (1)	—	—	—	—	35.0	35.0	-8.0	53	53	—	—	7.2
Richmond Community College (1)	57.2	45.9	41.6	37.6	—	* 43.8	—	43	51	—	—	5.0
Roanoke-Chowan Community College (1)	—	—	—	—	33.6	33.6	1.5	37	65	—	—	6.9
Robeson Community College (1)	—	—	—	34.7	—	34.7	-15	78	67	—	—	6.6
Rockingham Community College (1)	—	—	—	—	37.6	37.6	11.7	64	50	—	—	7.3
Rowan-Cabarrus Community College (1)	—	—	—	—	39.9	39.9	2.8	99	57	—	—	7.2
Sampson Community College (1)	—	—	—	—	36.3	36.3	5.2	51	63	—	—	6.8
Sandhills Community College (1)	45.4	37.6	—	30.1	—	37.6	-1.4	123	58	—	—	7.2
South Piedmont Community College (1)	—	—	—	—	36.8	36.8	-6.9	61	51	—	—	7.6
Southeastern Community College (1)	—	—	—	—	33.9	33.9	-1.7	83	57	—	—	6.3
Southwestern Community College (1)	—	—	—	—	40.6	40.6	1.5	55	51	—	—	5.5
Stanly Community College (1)	—	—	—	32.6	—	32.6	-5.8	61	61	—	—	4.4
Surry Community College (1)	—	—	—	47.5	—	47.5	39.5	91	60	—	—	9.9
Tri-County Community College (1)	—	—	—	32.5	—	32.5	5.1	35	51	—	—	7.0
Vance-Granville Community College (1)	—	—	—	34.8	—	34.8	12.0	127	64	—	—	7.1
Wake Technical Community College (1)	—	—	—	—	34.8	34.8	18.5	263	58	—	—	7.5
Wayne Community College (1)	—	—	—	—	36.7	36.7	1.5	110	54	—	—	7.2
Western Piedmont Community College (1)	—	—	—	—	34.5	34.5	—	66	55	—	—	6.4
Wilkes Community College (1)	—	—	—	37.3	—	37.3	18.9	65	45	—	—	7.9
Wilson Technical Community College (1)	—	—	—	—	34.4	34.4	-3.5	56	57	—	—	6.6
BA+												
Elizabeth City State University (1)	59.2	47.1	43.5	46.1	42.6	* 51.5	—	96	26	—	6	10.0
North Carolina Central University (1)	77.5	60.1	51.0	—	46.3	* 59.0	—	193	43	—	19	11.6
North Carolina School of the Arts (1)	—	—	—	50.6	—	50.6	3.6	125	34	—	—	11.1
University of North Carolina at Asheville (1)	68.0	50.7	42.8	38.6	35.6	* 51.9	—	172	40	—	1	11.5
University of North Carolina at Pembroke (1)	72.7	53.0	45.5	39.6	41.8	* 53.2	—	157	41	—	6	11.3
University of North Carolina-Wilmington (1)	70.9	54.9	48.4	35.3	44.7	* 54.4	—	396	36	—	9	11.9
Winston-Salem State University (1)	63.6	57.9	48.7	42.0	+	* 53.8	—	123	54	—	30	11.2
DOCTORAL												
Appalachian State University (1)	69.1	57.3	46.6	37.1	37.0	* 55.8	—	601	41	—	5	12.2
East Carolina University (1)	75.9	59.7	50.6	37.6	41.4	54.8	6.7	707	36	—	6	12.0
Fayetteville State University (1)	65.6	56.9	50.4	40.4	42.8	* 52.0	—	159	44	—	20	10.5
North Carolina Agricultural and Technical St Univ (1)	70.2	59.3	52.8	37.4	47.8	56.3	5.9	269	36	—	27	11.3
North Carolina State University at Raleigh (1)	94.7	67.9	60.7	41.7	30.8	68.8	8.3	947	29	—	25	14.0
University of North Carolina at Chapel Hill (1)	100.9	69.4	59.0	47.6	62.4	81.2	8.3	876	33	—	27	15.6
University of North Carolina at Charlotte (1)	84.8	62.4	57.6	38.0	58.5	63.6	15.6	572	36	—	11	13.7
University of North Carolina at Greensboro (1)	80.0	58.9	50.5	35.7	40.5	56.5	7.7	608	47	—	6	12.3
Western Carolina University (1)	67.4	55.1	45.9	—	40.5	53.2	3.3	293	38	—	4	11.6
Private												
AA												
Louisburg College (1)	38.7	34.3	28.7	29.7	—	* 33.3	-2.2	30	33	—	12	6.9
BA												
Barber-Scotia College (1)	41.4	33.4	31.6	—	—	* 34.7	5.1	25	28	—	—	6.7
Barton College (1)	48.3	40.4	35.3	—	—	* 39.6	—	74	49	—	—	6.0
Belmont Abbey College (1)	50.6	38.8	34.8	—	—	* 40.0	14.9	43	44	—	—	12.3
Bennett College (1)	50.9	45.4	41.7	31.2	—	* 42.4	—	59	61	—	—	6.4
Brevard College (1)	44.6	37.0	32.9	26.9	—	* 34.0	—	57	49	—	10	—
Cabarrus College of Health Sciences (1)	—	—	—	—	—	—	—	—	—	—	100	—

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Chowan College (1)	49.8	41.8	39.0	35.1	—	* 40.0	—	53	38	—	13	—
Davidson College (1)	83.6	59.9	48.7	—	41.6	* 66.3	—	154	31	—	—	23.1
East Coast Bible College (2)	—	—	—	—	—	—	—	—	—	—	—	—
Guilford College (1)	56.3	46.9	38.8	—	—	* 47.1	4.1	72	42	—	—	11.6
John Wesley College (1)	25.0	+	+	—	—	* 25.0	—	10	30	—	—	6.1
Johnson C Smith University (1)	55.6	52.5	43.1	35.7	—	* 46.0	—	93	45	—	—	9.4
Lees-McRae College (1)	38.3	+	34.8	31.7	—	* 35.0	7.7	38	37	—	21	5.5
Mars Hill College (1)	46.2	40.3	34.4	29.2	+	* 38.0	—	80	38	—	5	8.9
Mount Olive College (1)	45.8	45.6	37.5	37.0	—	* 41.4	6.5	36	31	—	18	7.7
North Carolina Wesleyan College (1)	46.5	42.1	39.4	—	—	* 41.6	—	39	44	—	—	—
Peace College (1)	46.0	43.8	42.0	37.1	—	* 43.0	—	41	63	—	2	9.6
Roanoke Bible College (3)	—	—	—	—	—	—	—	—	—	—	—	—
Saint Augustines College (1)	48.0	45.1	24.2	22.5	+	* 35.5	4.2	72	21	—	6	—
Shaw University (1)	+	41.9	37.5	32.6	—	* 37.0	—	67	34	—	29	9.0
St Andrews Presbyterian College (1)	41.6	34.5	32.9	—	—	* 34.9	—	33	33	—	—	6.8

BA+

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Campbell University Inc (1)	+	+	+	—	—	+	—	106	25	—	34	17.1
Catawba College (1)	53.8	49.0	38.2	28.2	—	* 46.4	—	67	37	—	11	11.6
Elon University (1)	64.5	55.0	44.1	35.8	—	50.5	7.7	202	42	—	4	12.8
Greensboro College (1)	54.6	43.7	39.9	—	—	* 47.5	—	54	46	—	—	11.5
High Point University (1)	66.8	53.3	44.3	39.1	—	51.2	8.5	118	36	—	—	12.3
Lenoir-Rhyne College (1)	43.5	45.4	36.3	26.0	—	* 40.7	—	88	45	—	7	10.8
Livingstone College (1)	+	37.2	32.4	27.5	—	* 31.9	4.5	38	53	—	—	0.8
Meredith College (1)	59.5	48.3	42.4	32.5	—	49.2	4.5	141	68	—	—	—
Methodist College (1)	47.1	38.7	35.9	—	—	40.5	13.3	90	40	—	5	9.0
Montreat College (1)	50.1	45.3	36.3	—	—	* 42.6	9.6	36	31	—	—	10.8
Pfeiffer University (1)	47.4	40.5	34.5	—	—	41.2	12.2	58	38	—	—	—
Piedmont Baptist College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Queens College (1)	53.8	47.0	36.8	30.1	—	45.6	11.5	60	55	—	—	10.1
Salem College (1)	47.6	42.9	37.0	—	—	* 41.3	—	52	52	—	—	10.4
Warren Wilson College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Wingate University (1)	43.9	40.9	37.8	29.9	—	* 40.1	—	80	40	—	—	11.6

DOCTORAL

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Duke University (1)	118.8	79.0	67.8	—	—	97.3	11.3	690	21	—	—	21.6
Gardner-Webb University (1)	50.7	43.7	42.0	52.9	—	46.3	12.4	108	45	—	8	10.4
Southeastern Baptist Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Wake Forest University (1)	100.2	74.4	54.0	43.9	56.6	75.6	11.3	427	34	—	—	15.6

NORTH DAKOTA

Public

AA

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Bismarck State College (1)	+	41.1	37.9	31.3	—	* 37.2	0.1	89	35	—	7	11.2
Candeska Cikana Community College (1)	—	—	—	18.0	—	18.0	-40	10	40	—	17	4.5
Fort Berthold Community College (0)	—	—	31.5	—	—	31.5	—	13	46	—	—	5.7
Lake Region State College (1)	+	37.2	40.3	32.5	—	* 34.7	—	21	33	—	5	11.5
Minot State University-Bottineau Campus (1)	41.2	+	30.7	29.2	—	* 32.8	—	25	36	—	—	11.0
North Dakota State College of Science (1)	+	39.7	33.1	32.7	+	* 36.6	—	121	31	—	7	11.6
Sitting Bull College (1)	—	—	—	—	33.0	33.0	10.9	15	40	—	—	10.7
Turtle Mountain Community College (1)	—	—	—	31.4	—	31.4	4.7	18	61	—	—	12.6
Williston State College (1)	—	—	+	33.2	—	* 33.2	2.8	29	38	—	6	11.0

BEST COPY AVAILABLE

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
BA												
Dickinson State University (1)	48.4	46.8	37.9	29.5	—	*40.9	4.4	70	29	—	1	11.6
Mayville State University (1)	40.9	40.2	33.9	32.6	—	*37.2	5.9	33	27	—	8	11.2
Valley City State University (1)	49.0	41.5	36.8	32.4	31.2	*37.2	4.6	58	43	—	—	11.2
BA+												
Minot State University (1)	53.9	46.5	40.5	33.9	—	43.2	9.5	147	44	—	6	12.8
DOCTORAL												
North Dakota State University-Main Campus (1)	62.2	53.5	47.4	31.4	—	*49.2	—	298	24	—	39	13.1
University of North Dakota-Main Campus (1)	60.8	51.2	44.9	33.4	—	49.5	11.0	399	39	—	14	13.0
Private												
AA												
United Tribes Technical College (1)	—	—	—	28.4	—	28.4	8.5	37	65	—	—	7.1
BA												
Jamestown College (1)	44.8	38.5	37.5	33.2	—	*38.9	7.7	54	46	—	—	8.8
Medcenter One College of Nursing (1)	—	44.8	40.3	—	—	*42.0	—	10	100	—	—	—
Trinity Bible College (1)	—	—	—	—	—	—	—	—	—	—	100	—
BA+												
University of Mary (1)	48.5	40.8	38.7	32.3	—	39.6	3.6	85	47	—	4	12.1
OHIO												
Public												
AA												
Belmont Technical College (1)	—	—	—	—	36.2	36.2	1.7	37	62	—	3	10.8
Bowling Green State University-Firelands (1)	67.0	56.1	43.2	44.4	—	*51.3	—	34	32	—	—	12.9
Central Ohio Technical College (1)	+	44.9	35.7	32.2	—	*37.4	—	38	63	—	10	12.5
Cincinnati State Technical and Community College (1)	—	—	—	—	57.8	57.8	5.3	170	52	—	4	15.2
Clark State Community College (1)	+	45.3	35.2	27.0	—	*35.9	—	47	68	—	—	14.0
Columbus State Community College (1)	84.2	63.4	53.0	39.0	—	59.0	9.8	232	45	—	—	8.7
Cuyahoga Community College District (1)	71.1	65.0	55.6	42.4	—	56.9	-1.9	373	53	—	—	13.8
Edison State Community College (1)	53.4	43.4	43.9	37.6	—	*45.2	—	42	45	—	—	12.4
Hocking Technical College (1)	44.3	38.7	36.8	37.0	25.9	39.5	1.7	174	48	—	5	13.7
Jefferson Community College (1)	+	47.4	43.3	30.9	—	*44.0	—	35	69	—	—	12.8
Kent State University-Ashtabula Regional Campus (1)	84.0	+	50.9	—	—	*56.8	—	19	32	—	—	16.3
Kent State University-East Liverpool Regnl Campus (1)	—	57.8	43.4	—	—	*46.3	—	16	63	—	—	13.6
Kent State University-Geauga Campus (1)	—	55.8	+	—	—	*55.8	—	7	43	—	—	—
Kent State University-Salem Regional Campus (1)	+	53.4	51.0	—	—	*51.7	—	19	42	—	10	15.7
Kent State University-Stark Campus (1)	+	57.0	47.4	—	—	*51.7	—	57	32	—	5	15.1
Kent State University-Trumbull Regional Campus (1)	+	57.3	45.5	—	—	*50.0	—	49	35	—	2	14.9
Kent State University-Tuscaraws Regional Campus (1)	+	61.4	42.3	—	—	*50.4	13.6	29	52	—	—	15.1
Lakeland Community College (1)	70.3	57.4	54.2	43.9	—	59.3	0.4	115	50	—	—	17.6
Lima Technical College (1)	51.6	45.7	42.3	38.8	—	*43.4	—	63	59	—	7	11.3
Lorain County Community College (1)	68.8	59.6	47.9	40.2	—	55.2	7.1	91	51	—	13	13.6
Marion Technical College (1)	—	—	—	—	38.0	38.0	1.8	32	53	—	3	11.8
Miami University-Hamilton (1)	+	62.7	44.7	32.5	—	*49.6	3.1	59	59	—	—	14.7
Miami University-Middletown (1)	77.8	57.6	47.3	33.0	—	*52.0	—	60	47	—	—	14.8
Muskingum Area Technical College (1)	54.3	45.1	41.2	35.0	—	42.2	5.8	47	51	—	—	13.4
North Central State College (1)	45.2	40.5	37.7	30.6	—	*38.6	—	52	44	—	27	11.4
Northwest State Community College (1)	—	—	—	—	46.2	46.2	15.0	39	56	—	—	16.9
Ohio State University Agricultural Technical Inst (1)	—	53.8	46.9	—	—	*51.2	6.3	16	19	—	58	13.7

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Owens Community College (1)	57.7	45.7	40.2	32.1	—	43.2	4.6	174	49	—	1	17.9
Owens Community College-Findlay Campus (2)	—	—	—	—	—	—	—	—	—	—	—	—
Portage Lakes Career Center (2)	—	—	—	—	—	—	—	—	—	—	—	—
Sinclair Community College (1)	62.2	47.6	39.3	32.7	30.5	* 48.6	—	387	51	—	1	10.7
Southern State Community College (1)	+	47.3	39.6	31.9	—	* 39.4	—	36	44	—	16	11.6
Stark State College of Technology (1)	+	43.6	39.3	35.5	—	* 38.8	—	87	51	—	21	18.0
Terra State Community College (1)	54.2	48.1	43.5	—	—	47.8	10.3	45	36	—	—	11.0
University of Akron-Wayne College (1)	62.8	53.4	40.4	—	—	* 51.0	—	27	52	—	4	17.2
University of Cincinnati-Clermont College (1)	59.8	42.8	34.3	—	—	40.9	3.8	39	51	—	5	12.3
University of Cincinnati-Raymond Walters College (1)	61.5	49.9	38.2	—	—	* 48.5	0.1	110	69	—	—	14.4
Washington State Community College (1)	45.3	38.2	32.0	30.5	—	* 37.8	—	49	59	—	13	15.4
Wright State University-Lake Campus (1)	+	55.0	+	—	—	* 55.0	7.0	16	19	—	6	13.8
BA												
Shawnee State University (1)	59.6	51.9	42.4	32.3	—	47.3	4.7	123	41	—	—	17.1
BA+												
Central State University (1)	58.3	48.2	43.2	—	—	* 48.3	7.1	77	23	—	—	8.1
Ohio State University-Lima Campus (1)	69.0	55.6	43.0	—	—	* 52.3	—	34	26	—	6	14.3
Ohio State University-Mansfield Campus (1)	+	52.1	45.3	—	—	* 49.1	5.3	42	26	—	5	13.6
Ohio State University-Marion Campus (1)	71.5	52.7	43.7	—	—	54.4	11.0	30	33	—	—	14.7
Ohio State University-Newark Campus (1)	71.7	51.3	43.1	—	—	* 49.7	0.3	43	28	—	—	13.7
Ohio University-Chillicothe Branch (1)	+	52.5	42.8	—	—	* 45.4	6.6	29	52	—	—	15.5
Ohio University-Eastern Campus (1)	+	52.3	46.8	—	—	* 48.0	—	21	24	—	—	15.5
Ohio University-Lancaster Branch (1)	+	52.9	43.6	—	—	* 48.7	—	30	33	—	—	16.3
Ohio University-Southern Campus (1)	—	+	44.6	—	—	* 44.6	—	11	45	—	—	13.1
Ohio University-Zanesville Branch (1)	63.7	54.4	42.0	—	—	48.9	-0.1	27	41	—	—	16.3
DOCTORAL												
Bowling Green State University-Main Campus (1)	75.9	60.2	47.9	34.0	—	53.3	6.9	750	42	—	4	12.7
Cleveland State University (1)	78.2	60.2	46.3	38.3	38.5	61.2	6.8	502	35	—	4	15.1
Kent State University-Main Campus (1)	84.5	61.4	48.6	—	—	65.2	10.7	617	36	—	8	18.6
Medical College of Ohio (1)	+	65.4	49.2	45.3	—	* 52.5	—	32	100	—	75	10.8
Miami University-Oxford (1)	83.2	61.3	47.4	32.7	—	62.2	5.3	814	35	—	—	17.5
Ohio State University-Main Campus (1)	96.3	63.2	56.0	—	—	* 76.4	7.0	1,572	29	—	22	17.9
Ohio University-Main Campus (1)	79.8	60.4	49.1	—	—	62.0	5.4	698	32	—	—	18.2
University of Akron Main Campus (1)	72.0	56.6	47.3	40.6	—	57.8	2.6	641	39	—	4	18.0
University of Cincinnati-Main Campus (1)	82.0	60.7	49.7	40.1	—	67.0	4.1	1,077	32	—	3	20.1
University of Toledo (1)	79.7	55.6	47.4	35.2	—	* 57.3	—	536	33	—	4	18.5
Wright State University-Main Campus (1)	78.8	57.8	48.7	34.5	—	57.2	6.0	406	39	—	16	14.1
Youngstown State University (1)	71.3	54.7	45.5	33.9	—	59.4	7.5	387	34	—	—	15.9
Private												
AA												
Chatfield College (1)	+	—	—	—	—	+	—	3	33	—	57	3.2
BA												
Allegheny Wesleyan College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Antioch College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Capital University-Cleveland Center (2)	—	—	—	—	—	—	—	—	—	—	—	—
Capital University-Dayton Center (2)	—	—	—	—	—	—	—	—	—	—	—	—
Cincinnati College of Mortuary Science (1)	—	—	—	—	—	—	—	—	—	—	100	—
Circleville Bible College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Cleveland Institute of Art (1)	54.3	45.2	40.0	—	26.6	* 46.4	—	45	49	—	—	—

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
College of Wooster (1)	69.3	54.2	43.9	—	—	55.8	10.0	134	37	—	—	16.4
Columbus College of Art and Design (1)	47.7	41.2	37.4	31.3	—	40.0	9.3	74	31	—	8	10.7
Denison University (1)	76.6	55.6	45.9	39.9	—	56.7	8.0	177	39	—	—	16.4
Gods Bible School and College (1)	11.7	+	7.3	—	—	* 9.2	—	11	45	—	21	3.6
Hiram College (1)	60.8	46.9	39.1	—	—	* 52.3	—	73	42	—	—	11.4
Kenyon College (1)	75.2	55.3	46.9	—	—	* 60.5	—	142	37	—	—	15.8
Kettering College of Medical Arts (1)	47.8	44.6	41.5	—	—	* 45.0	—	14	79	—	65	9.2
Lourdes College (1)	42.9	38.7	37.6	35.6	—	* 37.9	—	49	80	—	8	—
Mercy College of Northwest Ohio (1)	+	+	39.5	37.4	—	* 38.1	—	25	80	—	24	9.8
Mount Carmel College of Nursing (1)	—	—	50.6	46.9	—	* 48.7	9.4	24	88	—	4	8.9
Mount Union College (1)	63.4	49.4	42.7	36.5	—	48.9	7.6	117	32	—	3	12.7
Ohio Dominican College (1)	58.6	49.8	39.9	34.3	—	* 48.6	—	60	58	—	—	—
Ohio Northern University (1)	73.9	56.9	47.5	36.6	—	56.6	1.8	199	32	—	—	14.0
Ohio Wesleyan University (1)	62.6	45.6	42.8	—	—	54.4	3.2	127	35	—	—	17.7
University of Northwestern Ohio (1)	—	—	—	—	—	—	—	—	—	—	100	—
Wilberforce University (1)	39.1	38.7	31.8	30.5	+	* 34.5	—	47	38	—	—	—
Wilmington College (1)	50.5	41.8	38.8	—	—	43.4	4.9	68	38	—	—	9.9
BA+												
Antioch University Mcgregor (1)	—	—	—	—	—	—	—	—	—	—	100	—
Art Academy of Cincinnati (1)	—	—	—	—	—	—	—	—	—	—	100	—
Baldwin-Wallace College (1)	63.5	51.8	42.8	—	—	* 53.5	—	162	33	—	—	17.7
Bluffton College (1)	51.5	42.5	37.5	—	—	* 44.0	4.8	72	36	—	—	9.5
Capital University (1)	—	—	—	—	—	—	—	—	—	—	100	—
Cedarville University (1)	57.7	49.1	41.5	36.2	—	48.0	6.9	184	27	—	5	14.3
Cincinnati Bible College and Seminary (1)	47.6	41.4	35.6	—	—	* 41.6	—	25	24	—	22	6.3
College of Mount Saint Joseph (1)	60.0	48.3	42.4	34.6	—	44.8	6.4	122	62	—	—	8.9
David N Myers University (1)	+	37.9	+	—	—	* 37.9	11.9	21	33	—	—	6.5
Defiance College (1)	45.8	43.6	38.3	—	—	* 41.6	—	35	46	—	5	—
Franciscan University of Steubenville (1)	—	—	—	—	—	—	—	—	—	—	100	—
Franklin University (1)	—	—	—	—	—	—	—	—	—	—	100	—
Heidelberg College (1)	56.1	44.7	38.5	34.4	—	* 46.1	—	73	38	—	—	9.4
John Carroll University (1)	76.5	56.8	48.8	37.5	42.9	57.2	5.1	234	37	—	—	13.9
Lake Erie College (1)	49.1	39.8	34.2	29.0	—	* 39.1	—	29	45	—	9	10.5
Malone College (1)	52.4	45.0	39.1	31.0	—	* 42.6	—	103	40	—	—	12.1
Marietta College (1)	59.3	45.7	38.9	—	—	* 46.2	—	77	38	—	—	12.9
Methodist Theological School-Ohio (1)	57.1	46.0	+	—	—	* 53.8	—	16	44	—	11	10.7
Mount Vernon Nazarene College (1)	51.3	44.0	39.0	—	—	* 45.4	11.7	57	37	—	20	14.2
Muskingum College (1)	59.4	47.9	40.1	35.8	—	* 47.5	10.1	82	37	—	—	14.0
Notre Dame College of Ohio (1)	43.7	40.6	33.1	—	—	* 36.1	12.0	29	72	—	—	6.1
Oberlin College (1)	84.9	68.8	55.3	48.5	—	71.6	11.2	263	33	—	—	18.6
Otterbein College (1)	61.2	49.7	43.3	—	—	* 52.3	—	143	48	—	—	14.7
Pontifical College Josephinum (1)	27.1	37.1	+	—	—	* 32.6	—	17	29	—	—	9.2
The University of Findlay (1)	57.2	49.5	41.6	31.7	—	43.5	5.2	127	41	—	21	9.7
Tiffin University (1)	—	—	—	—	—	—	—	—	—	—	100	—
Trinity Lutheran Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
University of Rio Grande (1)	55.5	48.0	41.3	—	—	* 48.8	—	80	35	—	—	17.4
Urbana University (1)	42.6	36.5	31.2	28.5	—	* 35.6	—	41	39	—	5	9.7
Ursuline College (1)	48.1	42.3	37.1	32.3	+	* 40.0	8.7	56	79	—	—	—
Walsh University (1)	52.6	44.4	38.0	—	—	* 44.9	—	57	44	—	8	10.9
Wittenberg University (1)	64.4	50.2	41.7	39.2	—	52.3	9.9	138	38	—	—	15.6

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# of Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
DOCTORAL												
Ashland University (1)	66.6	54.1	43.1	36.2	—	52.4	11.4	205	39	—	6	10.6
Case Western Reserve University (1)	97.6	70.2	64.1	49.9	—	80.9	8.2	481	28	—	14	20.0
Cleveland Institute of Music (1)	—	—	—	—	—	—	—	—	—	—	100	—
Hebrew Union College-Jewish Institute of Religion (1)	—	—	—	—	—	—	—	—	—	—	100	—
Rabbinical College Telshe (1)	—	—	—	—	25.3	25.3	3.1	10	—	—	—	—
The Union Institute (1)	—	—	—	—	—	—	—	—	—	—	100	—
United Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
University of Dayton (1)	77.8	57.2	48.2	—	—	* 60.6	6.5	343	29	—	12	15.2
Winebrenner Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Xavier University (1)	72.1	57.6	46.9	38.1	+	* 56.8	—	226	42	—	0	16.1

OKLAHOMA

Public

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# of Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
AA												
Carl Albert State College (1)	—	—	—	35.3	—	35.3	0.9	28	—	—	28	7.9
Connors State College (1)	—	—	—	34.0	—	34.0	-3.9	55	62	—	34	5.5
Eastern Oklahoma State College (3)	—	—	—	—	—	39.9	—	46	—	—	—	—
Murray State College (1)	+	—	36.8	38.3	—	* 38.1	8.2	37	46	—	16	12.1
Northeastern Oklahoma Agricultural and Mech Coll (1)	—	—	—	34.7	—	34.7	2.9	70	44	—	14	9.5
Northern Oklahoma College (1)	—	—	—	36.7	—	36.7	2.2	65	48	—	6	9.8
Oklahoma City Community College (1)	—	—	—	—	44.3	44.3	7.1	106	51	—	3	11.9
Oklahoma State University-Oklahoma City (1)	+	40.5	37.9	32.0	—	* 37.1	—	46	63	—	23	10.7
Oklahoma State University-Okmulgee (1)	—	—	—	40.1	—	* 40.1	—	5	20	—	91	10.7
Redlands Community College (1)	—	—	—	34.3	—	34.3	1.3	26	58	—	24	9.3
Rogers State University (3)	—	—	—	—	—	37.4	—	47	—	—	—	—
Rose State College (1)	40.6	—	—	—	—	40.6	2.0	116	56	—	11	12.0
Seminole State College (1)	—	—	—	36.6	—	36.6	2.0	39	67	—	13	10.2
Tulsa Community College (1)	—	—	49.9	40.3	—	46.7	5.4	230	61	—	16	9.5
Western Oklahoma State College (1)	—	—	—	38.9	—	38.9	8.7	32	34	—	16	10.1
BA												
Oklahoma Panhandle State University (1)	+	43.4	35.9	33.2	—	* 35.5	6.2	53	38	—	—	8.9
University of Science and Arts of Oklahoma (1)	—	—	—	—	—	—	—	—	—	—	100	—
BA+												
Cameron University (1)	56.1	47.8	39.7	32.4	—	* 44.3	—	175	34	—	8	14.6
East Central University (1)	55.2	48.1	41.5	37.5	—	* 46.2	—	155	40	—	2	17.4
Langston University (1)	53.7	47.8	42.6	36.8	—	* 42.9	—	76	46	—	40	11.9
Northeastern State University (1)	58.8	52.6	43.3	36.9	—	47.7	6.3	261	39	—	10	15.8
Northwestern Oklahoma State University (1)	47.9	44.6	37.9	31.5	—	38.6	2.8	80	53	—	14	10.4
Southeastern Oklahoma State University (1)	55.9	49.3	43.0	34.3	—	* 45.7	8.4	132	37	—	6	10.7
Southwestern Oklahoma State University (1)	59.9	50.4	40.1	34.0	—	* 44.3	—	184	40	—	6	16.2
University of Central Oklahoma (1)	61.0	54.3	47.7	37.8	—	51.8	5.4	379	42	—	—	13.6
DOCTORAL												
Oklahoma State University-Main Campus (1)	74.4	57.8	49.9	30.2	—	57.3	1.2	686	30	—	18	13.3
University of Oklahoma Norman Campus (1)	84.4	56.0	46.9	30.1	—	59.7	6.5	830	29	—	11	18.2

Private

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# of Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
AA												
Bacone College (3)	—	—	—	—	—	28.5	—	19	—	—	—	—

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
BA												
Hillsdale Free Will Baptist College (1)	—	—	—	—	22.9	22.9	1.1	11	55	—	27	5.7
Metropolitan College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Mid America Bible College (1)	40.3	+	34.3	34.7	—	* 36.1	—	17	35	—	—	—
Oklahoma Wesleyan University (1)	—	—	—	—	36.5	36.5	5.2	21	14	—	16	15.0
Saint Gregorys University (1)	+	36.3	+	—	27.2	* 28.4	—	27	44	—	27	—
BA+												
Oklahoma Baptist University (1)	47.4	42.5	36.0	28.3	+	* 40.1	—	110	42	—	4	12.1
Oklahoma Christian University (1)	56.5	46.0	38.4	—	—	* 48.5	—	73	26	—	16	14.8
Oklahoma City University (1)	61.7	47.2	37.2	38.8	37.4	50.4	4.5	157	39	—	—	13.2
Southern Nazarene University (1)	45.3	39.4	35.3	—	—	* 41.0	—	58	40	—	21	15.3
Southwestern College of Christian Ministries (1)	+	—	+	—	—	+	—	4	25	—	20	—
DOCTORAL												
American Christian College and Seminary (1)	+	—	—	—	—	+	—	2	—	—	67	—
Oral Roberts University (1)	54.3	44.9	37.4	29.8	—	* 39.9	—	181	35	—	8	6.8
Phillips Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
University of Tulsa (1)	83.3	60.1	50.4	34.0	—	62.9	7.2	287	31	—	2	19.5
OREGON												
Public												
AA												
Blue Mountain Community College (1)	—	—	—	47.7	—	47.7	7.4	76	49	—	10	17.6
Central Oregon Community College (1)	60.9	52.9	44.1	38.5	—	49.6	11.3	92	47	—	1	19.4
Chemeketa Community College (1)	—	—	—	—	52.3	52.3	7.4	203	51	—	10	16.1
Clackamas Community College (1)	—	—	—	50.8	—	50.8	6.4	144	44	—	—	16.7
Clatsop Community College (1)	—	—	—	44.1	—	44.1	3.3	41	49	—	2	13.9
Columbia Gorge Community College (1)	—	—	—	—	41.9	41.9	3.5	8	38	—	—	17.6
Klamath Community College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Lane Community College (1)	—	—	—	48.7	—	48.7	12.1	263	52	—	—	21.7
Linn-Benton Community College (1)	—	—	—	—	45.8	45.8	7.3	179	52	—	—	13.9
Mt Hood Community College (1)	—	—	—	53.0	—	53.0	5.6	158	49	—	8	19.9
Oregon Coast Community College (1)	—	—	—	—	37.2	* 37.2	—	4	75	—	—	10.8
Portland Community College (1)	—	—	—	—	52.4	52.4	4.1	408	55	—	—	18.4
Rogue Community College (1)	—	—	—	48.1	—	48.1	10.9	79	52	—	21	17.9
Southwestern Oregon Community College (1)	47.5	39.9	37.6	36.9	30.4	39.8	4.6	74	45	—	10	12.7
Tillamook Bay Community College (1)	—	—	—	30.8	—	30.8	—	7	43	—	13	12.6
Treasure Valley Community College (1)	—	—	—	45.2	—	45.2	2.0	42	40	—	11	16.3
Umpqua Community College (1)	3.7	—	—	—	—	3.7	-92	74	50	—	—	1.4
BA+												
Eastern Oregon University (1)	51.9	40.4	36.1	28.1	+	* 39.9	-2.8	78	33	—	1	14.5
Oregon Institute of Technology (1)	57.3	49.0	44.6	35.9	—	48.0	3.1	116	28	—	3	16.2
Southern Oregon University (1)	55.4	45.3	38.9	29.5	—	45.3	6.2	186	38	—	2	16.2
Western Oregon University (1)	59.2	48.8	39.9	33.1	+	* 46.9	—	156	42	—	1	16.1
DOCTORAL												
Oregon Health & Science University (1)	—	50.1	44.7	39.6	—	* 44.5	—	24	96	—	98	11.7
Oregon State University (1)	72.5	57.9	50.0	34.4	63.4	55.8	7.2	451	33	—	29	17.8
Portland State University (1)	69.8	55.1	46.8	34.4	+	* 55.0	4.8	512	41	—	8	17.2
University of Oregon (1)	76.9	55.5	47.1	35.4	+	* 57.7	—	655	37	—	1	17.6

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Private												
AA												
Heald College-Portland (1)	—	—	—	—	—	—	—	—	—	—	100	—
BA												
Cascade College (1)	+	+	39.1	—	—	* 39.1	18.3	13	23	—	—	6.0
Eugene Bible College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Linfield College-Portland Campus (1)	54.7	45.0	38.4	—	—	* 45.7	—	29	79	—	—	21.7
Pacific Northwest College of Art (1)	—	—	—	—	—	—	—	—	—	—	100	—
Western Baptist College (1)	—	—	—	—	—	—	—	—	—	—	100	—
BA+												
Concordia University (1)	—	—	—	—	—	—	—	—	—	—	100	—
Lewis & Clark College (1)	84.4	60.5	46.8	43.4	59.2	* 62.8	—	196	39	—	—	18.2
Linfield College (1)	60.5	44.3	38.1	—	—	50.0	3.1	94	37	—	2	22.8
Marylhurst University (1)	—	—	—	—	—	—	—	—	—	—	100	—
Multnomah Bible College and Biblical Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Northwest Christian College (1)	+	36.1	31.8	—	—	* 35.2	—	20	40	—	—	10.9
Oregon College of Art and Craft (1)	—	—	—	—	—	—	—	—	—	—	100	—
Oregon College of Oriental Medicine (1)	—	—	—	—	—	—	—	—	—	—	100	—
Reed College (1)	81.3	60.8	51.0	—	—	64.9	6.2	122	32	—	—	16.4
University of Portland (1)	71.1	55.4	46.3	33.3	—	* 54.8	9.0	157	37	—	5	15.1
Warner Pacific College (1)	45.2	37.8	30.6	—	—	* 36.0	—	33	27	—	3	10.9
Willamette University (1)	81.2	61.5	52.0	31.1	30.4	* 65.1	—	158	36	—	—	15.8
DOCTORAL												
George Fox University (1)	57.5	48.4	41.9	—	+	* 48.1	6.7	90	37	—	18	14.5
Oregon Graduate Institute of Science and Tech (3)	—	—	—	—	—	—	—	—	—	—	—	—
Pacific University (1)	64.6	50.6	44.5	—	—	* 51.7	—	119	43	—	21	10.0
Western Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
PENNSYLVANIA												
Public												
AA												
Bucks County Community College (1)	62.1	41.1	36.6	34.8	—	55.2	-2.3	132	45	—	3	16.4
Butler County Community College (1)	53.4	44.6	39.0	32.5	+	* 46.6	5.3	59	47	—	—	12.3
Cambria County Area Community College (1)	—	—	—	30.3	—	30.3	—	7	43	—	61	6.4
Community College of Allegheny County (1)	54.2	47.2	46.1	31.7	—	* 51.9	—	262	45	—	4	15.8
Community College of Beaver County (1)	54.6	51.8	30.9	—	—	* 52.2	—	40	50	—	9	17.1
Community College of Philadelphia (1)	64.5	60.4	48.9	32.7	—	52.7	-1.8	319	47	—	15	20.5
Delaware County Community College (1)	74.3	68.7	51.3	37.4	—	* 65.2	—	123	53	—	1	21.5
Harrisburg Area Community College-Gettysburg (1)	+	—	+	—	—	+	—	4	100	—	20	—
Harrisburg Area Community College-Harrisburg (1)	65.4	46.8	41.2	36.2	—	54.8	2.4	125	48	—	17	15.6
Harrisburg Area Community College-Lancaster (1)	—	+	42.3	35.6	—	* 40.1	—	17	41	—	37	13.8
Harrisburg Area Community College-Lebanon (1)	—	—	—	—	—	—	—	—	—	—	100	—
Lehigh Carbon Community College (1)	61.4	48.3	47.8	38.5	—	50.9	1.8	64	61	—	14	16.2
Luzerne County Community College (1)	66.1	49.1	42.0	43.5	—	* 49.4	8.1	99	46	—	28	20.2
Montgomery County Community College (1)	69.4	59.6	47.6	38.3	—	57.1	3.6	132	51	—	—	24.2
Northampton County Area Community College (1)	61.8	53.3	42.3	36.0	—	51.6	-0.8	81	47	—	2	15.1
Reading Area Community College (1)	48.5	+	38.9	36.5	—	* 45.9	—	48	69	—	6	15.0
Thaddeus Stevens College of Technology (1)	—	—	—	—	66.9	66.9	41.0	48	17	—	—	14.4
University of Pittsburgh-Titusville (1)	+	42.9	37.5	—	—	* 40.2	—	18	50	—	18	10.2
Westmoreland County Community College (1)	62.4	48.0	40.3	—	—	* 47.8	—	77	43	—	—	14.8

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
BA												
Clarion University of Pennsylvania-Venango Campus (2)	—	—	—	—	—	—	—	—	—	—	—	—
Pennsylvania College of Technology (1)	68.5	60.0	54.8	50.5	—	56.5	4.8	250	24	—	—	15.3
Pennsylvania State Univ-Penn St Worthington Scrntn (1)	+	58.6	53.6	46.8	—	* 52.1	7.5	60	38	—	6	12.3
Pennsylvania State Univ-Penn State Lehigh Valley (1)	73.5	+	48.9	47.9	—	* 54.7	10.7	22	59	—	8	—
Pennsylvania State University-Delaware County (1)	74.3	58.7	52.6	41.3	—	54.8	11.0	64	55	—	3	12.1
Pennsylvania State University-Penn St McKeesport (1)	72.5	54.9	50.6	48.1	—	* 53.9	11.3	36	31	—	—	11.3
Pennsylvania State University-Penn State Abington (1)	72.2	58.8	49.0	37.9	—	49.0	8.8	94	39	—	—	12.6
Pennsylvania State University-Penn State Altoona (1)	64.1	56.8	46.2	41.2	—	49.0	9.0	120	33	—	2	11.7
Pennsylvania State University-Penn State Berks (1)	+	59.5	50.0	42.6	—	* 48.9	8.5	80	43	—	4	11.6
Pennsylvania State University-Penn State Fayette (1)	+	56.7	+	40.0	—	* 46.5	6.8	51	37	—	2	11.8
Pennsylvania State University-Penn State Hazleton (1)	+	60.1	49.1	41.6	—	* 47.3	13.1	52	40	—	4	11.5
Pennsylvania State University-Penn State Mont Alto (1)	+	+	48.0	44.2	—	* 45.9	9.2	57	53	—	2	12.0
Pennsylvania State University-Penn State Schuylkil (1)	75.3	63.0	48.0	41.2	—	* 49.7	—	51	39	—	2	11.0
Pennsylvania State University-Penn State Wilkes-Ba (1)	64.7	58.7	52.5	43.6	—	* 52.0	8.4	34	12	—	8	13.3
Pennsylvania State University-Penn State York (1)	70.8	57.7	52.5	41.0	—	51.7	10.3	54	33	—	11	12.9
University of Pittsburgh-Bradford (1)	61.0	52.6	41.9	35.0	—	* 46.8	7.2	55	38	—	8	11.4
University of Pittsburgh-Greensburg (1)	64.3	49.7	40.1	33.9	+	* 47.2	10.4	57	47	—	5	11.5
University of Pittsburgh-Johnstown (1)	61.8	51.9	41.7	36.8	—	48.0	5.9	117	32	—	8	11.3
BA+												
Bloomsburg University of Pennsylvania (1)	83.1	67.5	54.4	—	—	* 69.2	9.0	327	36	—	—	16.8
California University of Pennsylvania (1)	79.4	64.0	49.7	22.6	—	63.4	-1.8	277	36	—	1	16.7
Cheyney University of Pennsylvania (1)	85.8	68.8	54.9	43.7	—	65.8	6.9	90	48	—	—	20.8
Clarion University of Pennsylvania (1)	84.5	67.2	53.7	38.5	—	64.4	6.4	292	43	—	—	18.4
Dickinson School of Law (1)	105.6	—	82.0	61.4	—	* 96.1	—	31	39	—	3	—
East Stroudsburg University of Pennsylvania (1)	85.2	67.8	53.8	40.2	—	68.4	8.2	246	38	—	—	16.5
Edinboro University of Pennsylvania (1)	83.6	66.1	55.9	41.1	—	62.8	6.7	350	38	—	—	14.0
Kutztown University of Pennsylvania (1)	84.5	67.7	50.8	37.4	—	64.5	8.4	361	40	—	—	16.8
Lincoln University (1)	64.7	45.5	39.6	35.6	—	* 47.5	—	92	37	—	—	10.2
Lock Haven University of Pennsylvania (1)	82.2	64.9	52.4	39.8	—	61.0	7.5	203	38	—	—	16.8
Lock Haven University-Clearfield Campus (2)	—	—	—	—	—	—	—	—	—	—	—	—
Mansfield University of Pennsylvania (1)	83.0	68.3	52.8	40.7	—	66.3	7.5	166	41	—	1	—
Millersville University of Pennsylvania (1)	84.3	67.0	52.6	—	—	* 68.7	7.4	296	40	—	—	18.8
Pennsylvania State Univ-Penn St Erie-Behrend Coll (1)	82.7	67.9	57.5	46.2	—	* 56.4	9.6	182	25	—	3	14.8
Pennsylvania State Univ-Penn State New Kensington (1)	+	59.3	53.6	46.9	—	* 52.8	—	38	39	—	—	12.5
Pennsylvania State University-Penn St Great Valley (1)	+	75.1	63.5	60.8	—	* 67.8	—	36	31	—	—	—
Pennsylvania State University-Penn State Beaver (1)	+	60.1	50.5	42.3	—	* 51.5	8.4	35	37	—	3	11.9
Pennsylvania State University-Penn State DuBois (1)	64.3	55.6	46.2	43.1	—	* 47.6	—	45	29	—	8	11.9
Pennsylvania State University-Penn State Shenango (1)	+	56.8	49.8	47.3	—	* 49.6	10.1	29	38	—	9	13.5
Shippensburg University of Pennsylvania (1)	85.1	66.8	53.5	41.5	—	67.3	7.5	297	36	—	—	20.0
Slippery Rock University of Pennsylvania (1)	83.8	67.7	57.3	43.1	—	67.4	8.7	358	43	—	—	15.6
West Chester University of Pennsylvania (1)	84.6	68.4	56.5	51.3	—	* 69.8	—	482	43	—	—	15.9
DOCTORAL												
Indiana University of Pennsylvania-Main Campus (1)	84.3	66.8	54.5	43.0	—	68.2	9.8	641	40	—	1	18.4
Pennsylvania State University-Main Campus (1)	97.4	66.6	56.5	37.6	35.9	* 72.0	—	1,725	31	—	17	—
Pennsylvania State University-Penn St Harrisburg (1)	89.3	65.6	54.9	43.6	—	* 60.7	—	142	34	—	7	14.2
Temple University (1)	98.2	71.6	51.8	48.6	—	75.0	2.4	1,102	36	—	5	18.4
University of Pittsburgh-Main Campus (1)	94.7	64.1	58.1	40.7	—	72.9	7.9	780	31	—	39	16.6

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Private												
AA												
Bidwell Training Center Inc (3)	—	—	—	—	—	—	—	—	—	—	—	—
Electronic Institute-Middletown (1)	—	—	—	—	—	—	—	—	—	—	100	—
Harcum College (1)	+	38.3	+	—	—	* 38.3	6.3	13	77	—	52	9.4
Johnson College (1)	—	—	—	37.0	—	37.0	-3.7	21	14	—	—	10.1
Lackawanna College (1)	37.2	33.1	+	24.9	—	* 31.9	—	16	31	—	—	11.5
Manor College (1)	37.4	32.2	27.4	—	—	* 32.5	—	19	84	—	17	7.1
Mercy Hospital School of Nursing (2)	—	—	—	—	—	—	—	—	—	—	—	—
Orleans Tech Institute-Center City Campus (1)	—	—	—	—	—	—	—	—	—	—	100	—
Pennsylvania Institute of Technology (1)	—	—	—	—	—	—	—	—	—	—	100	—
Pittsburgh Institute of Aeronautics (3)	—	—	—	—	—	—	—	—	—	—	—	—
Pittsburgh Institute of Mortuary Science Inc (3)	—	—	—	—	—	—	—	—	—	—	—	—
Rosedale Technical Institute (1)	—	—	—	—	—	—	—	—	—	—	100	—
The Reading Hospital and Medical Center (2)	—	—	—	—	—	—	—	—	—	—	—	—
Valley Forge Military College (1)	52.2	41.1	37.5	—	—	* 43.6	—	13	23	—	—	—
BA												
Albright College (1)	59.3	49.9	41.5	29.5	—	* 49.3	2.7	86	47	—	5	13.4
Allegheny College (1)	68.4	53.2	42.2	—	—	* 53.5	—	135	34	—	—	15.0
Cedar Crest College (1)	62.5	50.4	42.7	35.9	—	47.7	7.2	65	58	—	8	9.0
Dickinson College (1)	72.4	57.2	42.9	38.5	+	* 54.8	2.5	160	41	—	—	14.8
Franklin and Marshall College (1)	88.0	59.0	47.7	45.2	+	* 66.1	8.2	168	33	—	—	22.7
Gettysburg College (1)	81.2	60.8	48.9	42.7	—	62.5	7.0	164	41	—	—	18.0
Haverford College (1)	89.6	67.4	53.4	—	—	* 69.5	8.9	103	40	—	—	26.9
Juniata College (1)	65.1	49.4	42.8	—	—	* 53.8	—	85	34	—	—	14.3
Keystone College (1)	45.4	43.0	38.7	31.0	—	39.1	11.5	55	60	—	—	9.7
Lafayette College (1)	89.6	68.5	53.1	—	—	* 70.5	10.1	179	26	—	—	19.9
Lycoming College (1)	63.8	54.8	45.8	36.5	—	* 53.1	—	82	32	—	—	15.2
Messiah College (1)	61.5	52.1	43.4	38.7	—	49.3	5.0	158	34	—	—	17.0
Mount Aloysius College (1)	+	53.3	42.8	34.7	31.9	* 40.8	—	51	69	—	7	8.8
Peirce College (1)	51.2	+	+	—	—	* 51.2	12.8	11	55	—	63	13.7
Pennsylvania School of Art and Design (1)	+	28.5	+	—	—	* 28.5	—	8	25	—	—	5.5
Saint Vincent College (1)	65.4	50.6	42.9	38.5	—	49.8	12.0	61	21	—	—	15.1
Susquehanna University (1)	66.7	55.1	44.8	37.9	—	* 53.1	—	106	40	—	—	12.7
Swarthmore College (1)	105.0	72.0	55.6	—	—	* 84.7	—	167	35	—	—	20.1
Talmud Yeshiva of Philadelphia (1)	—	—	—	—	—	—	—	—	—	—	100	—
Thiel College (1)	51.1	40.9	33.8	25.6	—	* 44.9	—	56	36	—	2	12.1
Ursinus College (1)	69.1	59.3	48.3	31.3	—	* 59.6	7.9	96	44	—	—	17.5
Valley Forge Christian College (1)	+	41.7	37.4	36.2	—	* 38.1	—	26	27	—	—	—
Washington & Jefferson College (1)	69.1	51.5	40.5	33.0	—	* 54.8	—	88	31	—	1	15.2
Wilson College (1)	47.6	41.9	36.2	—	—	* 39.6	12.7	33	58	—	6	10.6
BA+												
Alvernia College (1)	+	47.9	42.2	33.5	—	* 43.0	9.2	58	62	—	—	10.5
American College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Bucknell University (1)	86.7	66.4	51.8	—	—	* 65.8	—	289	33	—	—	18.9
Cabrini College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Carlow College (1)	57.6	49.0	40.4	32.3	—	* 46.2	—	59	73	—	—	12.0
College Misericordia (1)	59.7	48.9	44.0	—	+	* 48.1	—	75	48	—	15	11.1
Curtis Institute of Music (1)	—	—	—	—	—	—	—	—	—	—	100	—
Delaware Valley College (1)	65.0	49.3	41.3	29.6	—	* 46.7	2.8	74	31	—	4	13.0

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
DeSales University (1)	+	54.4	43.5	38.1	—	* 45.6	2.9	72	32	—	8	10.5
Eastern University (1)	70.7	52.5	41.4	38.7	+	* 51.4	11.7	78	45	—	10	14.4
Elizabethtown College (1)	70.6	56.8	46.1	40.9	—	55.2	8.3	114	37	—	—	13.3
Evangelical School of Theology (1)	44.9	+	+	—	—	* 44.9	5.8	6	—	—	—	—
Geisinger Medical Center (2)	—	—	—	—	—	—	—	—	—	—	—	—
Geneva College (1)	53.6	46.0	38.4	—	—	* 44.8	4.4	73	22	—	—	14.4
Gratz College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Gwynedd Mercy College (1)	66.7	52.9	44.0	37.3	—	49.0	14.9	61	70	—	6	—
Holy Family College (1)	60.6	47.2	42.0	—	—	* 48.9	—	74	61	—	4	11.0
Kings College (1)	62.7	51.9	45.2	—	+	* 50.8	—	101	32	—	10	13.4
La Roche College (1)	64.1	52.1	41.4	—	—	* 52.8	—	54	50	—	—	10.7
Lancaster Bible College (1)	42.3	36.6	33.7	—	—	37.9	6.8	25	40	—	—	10.2
Lebanon Valley College (1)	61.6	48.3	43.6	—	—	* 51.6	—	86	31	—	2	12.6
Lutheran Theological Seminary at Gettysburg (1)	53.1	48.4	41.1	—	—	* 48.2	—	13	31	—	—	—
Mercyhurst College (1)	58.5	48.6	39.5	32.1	+	* 42.2	3.2	138	42	—	1	10.4
Moore College of Art and Design (1)	41.6	29.1	30.7	—	—	36.6	7.3	38	55	—	—	6.6
Moravian College and Theological Seminary (1)	66.4	53.8	43.3	39.2	—	* 55.5	—	103	40	—	—	14.2
Muhlenberg College (1)	71.4	56.1	46.7	38.1	+	* 54.1	—	142	46	—	—	14.2
Neumann College (1)	50.8	44.9	39.0	32.5	—	* 40.6	—	52	62	—	5	10.6
Pennsylvania Academy of the Fine Arts (1)	18.7	17.9	13.6	6.8	—	* 14.5	11.2	41	24	—	—	3.4
Philadelphia Biblical University-Langhorne (1)	—	—	—	—	—	—	—	—	—	—	100	—
Philadelphia University (1)	68.1	57.0	46.1	—	—	* 51.8	—	89	40	—	10	18.0
Point Park College (1)	58.4	46.8	29.6	29.4	—	46.6	9.0	79	38	—	—	12.7
Reformed Presbyterian Theological Seminary (1)	+	—	—	—	—	+	—	2	—	—	50	9.1
Rosemont College (1)	55.9	44.2	36.5	—	—	* 44.4	—	38	63	—	—	12.3
Saint Charles Borromeo Seminary-Overbrook (1)	+	+	51.4	—	—	* 51.4	—	8	38	—	—	14.1
Saint Francis University (1)	60.4	49.3	45.1	34.3	—	* 47.7	1.9	65	43	—	24	14.1
Seton Hill College (1)	54.5	46.6	38.2	—	—	* 44.6	10.4	45	56	—	12	9.8
The University of the Arts (1)	59.4	47.1	38.7	—	—	47.6	5.6	109	39	—	—	12.8
University of Scranton (1)	74.1	64.7	49.9	39.3	+	* 63.2	7.0	244	30	—	—	22.9
Waynesburg College (1)	54.1	42.9	39.1	34.2	—	42.1	4.9	59	46	—	—	16.2
Westminster College (1)	63.2	49.2	39.4	35.5	—	* 49.3	—	103	43	—	—	11.0
Widener University-Harrisburg Campus (1)	106.0	86.2	—	—	—	* 92.8	9.0	18	44	—	14	25.6
Wilkes University (1)	64.2	53.4	43.7	—	—	53.1	10.2	94	37	—	11	12.7
WVHCS Hospital School of Medical Technology (2)	—	—	—	—	—	—	—	—	—	—	—	—
Yeshivath Beth Moshe (1)	—	—	—	—	32.4	32.4	15.2	5	—	—	—	32.2
York College Pennsylvania (1)	75.6	62.3	51.5	38.8	—	* 57.9	—	128	39	—	7	19.0
DOCTORAL												
Arcadia University (1)	73.4	57.1	47.8	38.4	—	* 56.3	—	80	41	—	8	13.8
Baptist Bible College and Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Biblical Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Bryn Mawr College (1)	91.8	67.7	55.0	50.9	—	* 70.8	7.5	155	53	—	—	18.1
Carnegie Mellon University (1)	108.8	78.7	69.9	—	—	* 91.8	—	537	21	—	5	23.7
Chatham College (1)	62.2	49.3	42.8	—	—	* 47.9	—	47	64	—	34	—
Chestnut Hill College (1)	+	40.9	35.1	—	—	* 36.8	5.8	31	74	—	21	11.3
Drexel University (1)	93.4	71.7	65.8	39.5	—	69.2	14.5	485	28	—	—	16.5
Duquesne University (1)	77.2	59.8	51.1	38.3	—	61.8	7.0	272	31	—	30	16.1
Eastern Baptist Theological Seminary (1)	47.4	+	+	—	—	* 47.4	-8.8	8	25	—	—	—
Gannon University (1)	54.3	46.6	40.1	31.5	—	* 42.5	—	137	36	—	14	11.6
Immaculata College (1)	61.6	44.7	35.4	33.4	—	39.7	0.6	48	63	—	—	10.9
La Salle University (1)	73.9	59.9	49.1	—	—	* 57.9	—	193	40	—	—	14.6

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Lancaster Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Lehigh University (1)	93.6	67.6	62.3	42.0	—	* 80.6	—	393	21	—	—	21.6
Lutheran Theological Seminary at Philadelphia (1)	—	—	—	—	—	—	—	—	—	—	100	—
Marywood University (1)	64.7	52.3	44.1	—	—	* 51.6	8.9	121	53	—	—	12.5
MCP Hahnemann University (1)	89.6	57.5	32.4	—	—	* 53.4	—	24	29	—	80	8.7
Pennsylvania College of Optometry (1)	+	+	—	—	—	+	11.5	3	—	—	93	16.3
Pittsburgh Theological Seminary (1)	73.8	63.2	+	—	—	* 68.1	—	20	25	—	—	17.7
Reconstructionist Rabbinical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Robert Morris College (1)	68.4	59.1	51.2	—	+	* 58.5	—	88	25	—	—	18.3
Saint Josephs University (1)	81.5	63.9	51.9	—	38.0	58.9	5.6	228	35	—	—	17.7
Thomas Jefferson University (1)	—	+	+	45.8	—	* 45.8	10.2	18	83	—	51	—
Trinity Episcopal School for Ministry (1)	53.8	+	+	—	—	* 53.8	—	9	11	—	—	16.0
University of Pennsylvania (1)	128.0	90.8	76.7	—	—	107.5	7.9	1,010	23	—	—	33.5
University of the Sciences in Philadelphia (1)	66.1	54.6	44.0	37.6	—	* 50.2	—	67	40	—	52	17.7
Villanova University (1)	97.0	67.1	55.2	45.3	—	68.6	2.3	540	29	—	1	18.7
Westminster Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Widener University-Main Campus (1)	69.7	59.0	47.0	39.7	—	56.4	7.1	200	45	—	8	18.5
RHODE ISLAND												
Public												
AA												
Community College of Rhode Island (1)	58.9	43.3	39.0	—	—	50.0	8.1	272	55	—	5	15.8
DOCTORAL												
Rhode Island College (1)	62.9	53.8	46.0	—	—	55.6	6.8	302	43	—	1	18.1
University of Rhode Island (1)	82.4	62.7	50.5	42.2	—	71.0	6.8	511	34	—	15	18.3
Private												
BA												
New England Institute of Technology (1)	—	—	—	—	—	—	—	—	—	—	100	—
BA+												
Bryant College (1)	91.9	76.3	62.2	39.8	—	73.4	5.4	139	33	—	—	16.9
Providence College (1)	81.4	66.9	53.0	44.6	—	63.6	7.1	246	33	—	—	18.7
Rhode Island School of Design (1)	—	—	—	—	—	—	—	—	—	—	100	—
Roger Williams University (1)	—	—	—	—	—	—	—	—	—	—	100	—
DOCTORAL												
Brown University (1)	102.7	67.2	58.4	51.5	—	* 83.4	—	564	29	—	5	19.9
Johnson & Wales University (1)	57.5	48.6	42.7	37.6	—	45.5	12.3	270	40	—	—	11.3
Salve Regina University (1)	64.6	54.0	43.7	39.3	—	51.0	11.6	105	57	—	—	13.5
SOUTH CAROLINA												
Public												
AA												
Aiken Technical College (1)	—	—	—	—	41.8	41.8	7.0	54	39	—	—	11.5
Central Carolina Technical College (1)	—	—	—	—	38.9	38.9	8.2	67	54	—	—	11.1
Denmark Technical College (1)	—	—	—	—	35.5	35.5	14.4	35	43	—	—	4.9
Florence Darlington Technical College (1)	—	—	—	—	41.2	41.2	11.3	106	52	—	—	12.1
Greenville Technical College (1)	—	—	—	39.6	—	39.6	11.5	246	56	—	—	10.9
Horry-Georgetown Technical College (1)	—	—	—	—	40.7	40.7	5.8	104	49	—	—	11.7
Midlands Technical College (1)	—	—	—	—	40.6	40.6	6.8	213	54	—	—	11.8
Northeastern Technical College (1)	—	—	—	—	33.4	33.4	6.0	29	55	—	—	—

BEST COPY AVAILABLE

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Orangeburg Calhoun Technical College (1)	—	—	—	—	37.0	37.0	14.1	69	59	—	—	10.6
Piedmont Technical College (1)	—	—	—	—	36.6	36.6	8.7	97	54	—	—	9.6
Spartanburg Technical College (1)	—	—	—	—	38.4	38.4	9.4	90	50	—	—	9.2
Technical College of the Lowcountry (1)	—	—	—	—	41.1	41.1	11.5	42	55	—	—	10.3
Tri-County Technical College (1)	—	—	—	—	38.7	38.7	9.0	88	53	—	—	10.4
Trident Technical College (1)	—	—	—	41.4	—	41.4	5.6	235	50	—	—	10.0
University of South Carolina at Beaufort (1)	55.6	43.5	35.3	33.2	—	* 41.8	-0.1	26	35	—	4	11.1
University of South Carolina at Lancaster (1)	61.5	49.6	40.1	—	—	* 53.8	—	19	37	—	14	12.6
University of South Carolina at Salkehatchie (1)	54.4	43.6	36.5	—	—	* 46.6	—	18	28	—	14	11.5
University of South Carolina at Sumter (1)	55.3	47.9	38.6	31.9	—	* 48.0	—	36	25	—	10	12.0
University of South Carolina at Union (1)	56.1	+	+	—	—	* 56.1	1.9	7	14	—	22	12.4
Williamsburg Technical College (1)	—	—	—	—	30.5	30.5	4.2	16	38	—	—	11.0
York Technical College (1)	—	—	—	—	40.4	40.4	8.3	105	53	—	—	10.3
BA+												
Citadel Military College of South Carolina (1)	66.6	54.6	45.6	—	—	* 57.5	13.5	141	25	—	1	14.9
Coastal Carolina University (1)	61.5	51.4	42.8	31.8	—	47.7	7.3	167	35	—	7	13.5
College of Charleston (1)	65.4	52.4	42.9	37.0	—	49.5	6.7	398	39	—	9	13.6
Francis Marion University (1)	58.2	50.1	41.0	36.2	—	* 49.1	—	149	29	—	6	12.8
Lander University (1)	55.8	47.8	43.7	35.0	—	* 49.4	—	108	43	—	3	13.3
University of South Carolina at Aiken (1)	63.5	49.8	44.2	36.8	—	49.6	7.5	105	48	—	15	12.5
University of South Carolina at Spartanburg (1)	59.5	49.2	41.5	34.9	—	47.7	4.6	137	54	—	7	12.2
Winthrop University (1)	58.1	49.5	42.7	32.6	—	* 47.8	—	252	44	—	1	14.0
DOCTORAL												
Clemson University (1)	82.4	62.5	52.8	32.2	—	67.4	11.0	778	25	—	12	16.1
Medical University of South Carolina (1)	+	+	54.1	42.9	—	* 47.9	-0.1	12	92	—	92	—
South Carolina State University (1)	56.6	50.1	44.1	34.5	+	* 47.5	—	189	41	—	14	9.1
University of South Carolina at Columbia (1)	85.6	61.3	51.5	40.3	—	66.1	6.0	906	29	—	10	15.3
Private												
AA												
Spartanburg Methodist College (1)	—	—	—	—	37.1	37.1	6.1	20	50	—	—	6.6
BA												
Allen University (3)	—	—	—	—	—	30.5	—	13	—	—	—	—
Anderson College (1)	44.2	41.6	37.8	—	—	* 40.4	13.0	50	48	—	—	8.3
Benedict College (1)	60.2	52.3	41.2	34.8	—	* 43.4	—	90	40	—	20	9.6
Claflin University (1)	50.4	50.0	38.1	35.8	—	43.2	11.0	72	42	—	8	7.2
Coker College (1)	52.4	43.3	37.3	—	—	43.5	3.2	53	40	—	—	9.7
Johnson & Wales University-Charleston (1)	+	45.7	41.0	35.4	—	* 41.3	—	47	38	—	—	10.9
Limestone College (1)	39.7	34.2	32.5	—	—	* 34.0	29.5	32	31	—	41	7.0
Morris College (1)	—	38.0	35.1	29.8	—	* 35.6	—	41	54	—	13	5.4
Newberry College (1)	—	—	—	—	—	—	—	—	—	—	100	—
North Greenville College (1)	45.2	39.3	35.2	26.7	—	* 36.9	—	55	44	—	5	8.3
Presbyterian College (1)	58.4	48.4	40.8	34.0	—	* 49.1	—	79	28	—	—	11.4
Southern Methodist College (1)	—	—	—	—	—	+	—	1	100	—	83	—
Voorhees College (3)	—	—	—	—	—	34.0	—	24	—	—	—	—
Wofford College (1)	65.6	52.2	42.9	39.7	—	52.7	0.6	75	31	—	—	14.7
BA+												
Charleston Southern University (1)	56.1	42.8	42.7	34.5	—	43.3	10.5	86	44	—	7	9.0
Columbia College (1)	51.4	47.0	37.4	35.3	+	* 43.3	—	94	70	—	—	11.5
Converse College (1)	67.4	55.5	37.5	—	—	* 51.1	—	70	50	—	—	11.4

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Furman University (1)	75.1	58.2	48.9	38.7	—	* 62.3	—	213	28	—	—	19.1
Lutheran Theological Southern Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Southern Wesleyan University (1)	43.1	36.3	32.4	—	—	38.2	20.9	31	32	—	24	9.4
DOCTORAL												
Columbia International University (1)	—	—	—	—	—	—	—	—	—	—	100	—
Erskine College and Seminary (1)	53.1	47.1	39.7	32.9	—	* 47.5	—	60	30	—	—	9.5
SOUTH DAKOTA												
Public												
AA												
Lake Area Technical Institute (1)	—	—	—	—	34.5	34.5	1.4	43	33	—	40	7.9
Mitchell Technical Institute (1)	—	—	—	39.3	—	39.3	10.3	45	29	—	12	10.1
Si Tanka College (3)	—	—	—	—	—	21.5	—	9	—	—	—	—
Sisseton-Wahpeton Community College (1)	—	—	—	33.8	—	33.8	—	11	55	—	—	5.6
Southeast Technical Institute (1)	—	—	—	40.6	—	40.6	9.3	66	38	—	4	8.0
Western Dakota Technical Institute (1)	—	—	—	—	32.5	32.5	7.0	51	29	—	11	8.8
BA+												
Black Hills State University (1)	51.9	45.5	41.5	33.7	—	43.8	7.4	119	34	—	—	9.9
Dakota State University (1)	54.9	50.6	49.9	34.2	—	46.9	10.7	77	27	—	10	9.7
Huron University (1)	—	—	—	—	—	—	—	—	—	—	100	—
Northern State University (1)	54.6	44.7	44.2	36.2	—	* 46.2	—	90	21	—	5	10.1
Oglala Lakota College (1)	—	—	—	34.0	—	34.0	6.7	43	51	—	—	6.6
Sinte Gleska University (1)	—	5.7	—	—	—	* 5.7	—	12	92	—	76	1.4
DOCTORAL												
South Dakota School of Mines and Technology (1)	71.5	54.7	46.6	36.5	—	59.8	9.9	103	17	—	18	11.5
South Dakota State University (1)	60.6	50.1	44.3	37.0	—	* 50.1	—	266	38	—	23	10.7
University of South Dakota (1)	65.8	51.3	42.8	30.5	—	50.3	11.8	238	35	—	13	10.7
Private												
AA												
Kilian Community College (1)	—	—	—	—	—	—	—	—	—	—	100	—
BA												
Dakota Wesleyan University (1)	48.2	38.5	32.7	28.3	—	* 35.9	—	41	44	—	2	8.9
Presentation College (1)	+	38.1	33.8	30.7	—	* 33.4	—	25	68	—	7	9.2
BA+												
Augustana College (1)	53.9	44.1	36.8	31.0	—	* 43.4	—	113	37	—	—	14.7
Mount Marty College (1)	+	39.7	35.8	28.8	—	* 36.3	—	34	50	—	11	—
University of Sioux Falls (1)	49.6	43.7	37.2	—	—	* 41.4	—	45	36	—	—	11.1
DOCTORAL												
North American Baptist Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
TENNESSEE												
Public												
AA												
Chattanooga State Technical Community College (1)	52.3	41.4	34.6	29.6	29.3	* 37.9	—	151	58	—	27	0.8
Cleveland State Community College (1)	+	42.4	35.8	31.5	—	* 37.5	1.4	71	46	—	4	10.0
Columbia State Community College (1)	52.6	44.8	37.2	30.6	—	38.6	9.6	91	57	—	8	9.6
Dyersburg State Community College (1)	50.1	41.4	38.1	30.6	—	* 41.4	—	46	52	—	16	12.1
Jackson State Community College (1)	45.9	40.4	35.2	30.8	—	* 37.9	—	80	55	—	22	—

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Mollow State Community College (1)	53.5	44.3	35.4	32.4	—	39.3	5.3	81	65	—	4	10.6
Nashville State Technical Institute (1)	43.6	42.5	35.0	33.8	—	*37.6	—	123	46	—	8	9.9
Northeast State Technical Community College (1)	+	37.6	33.5	30.2	—	*34.0	—	74	47	—	13	8.9
Pellissippi State Technical Community College (1)	51.7	44.2	38.6	32.7	26.5	*41.5	—	183	62	—	3	11.1
Roane State Community College (1)	49.7	42.7	35.1	33.7	—	*42.1	—	116	51	—	—	11.3
Southwest Tennessee Community College-Union Campus (1)	45.6	37.8	34.1	31.3	—	36.2	0.4	170	62	—	34	6.6
State Technical Institute at Memphis (3)	—	—	—	—	—	34.9	—	82	—	—	—	—
Volunteer State Community College (1)	48.8	40.2	33.7	29.5	—	37.6	1.4	109	53	—	22	11.3
Walters State Community College (1)	51.4	42.7	32.7	27.8	—	*42.5	—	100	51	—	21	10.4
BA+												
Austin Peay State University (1)	59.5	44.7	38.2	27.7	—	47.8	4.3	261	40	—	7	11.6
The University of Tennessee-Chattanooga (1)	63.2	51.4	45.5	32.1	—	52.5	7.0	296	40	—	3	14.1
The University of Tennessee-Martin (1)	60.1	48.6	42.1	36.2	—	49.5	5.6	193	37	—	8	13.9
DOCTORAL												
East Tennessee State University (1)	63.1	51.0	43.5	35.5	—	49.9	4.4	366	40	—	23	12.8
Middle Tennessee State University (1)	69.4	51.4	44.2	30.8	—	53.2	10.5	678	41	—	0	14.4
Tennessee State University (1)	64.5	51.9	44.6	38.2	—	*52.0	—	319	39	—	12	14.5
Tennessee Technological University (1)	64.4	51.7	44.3	32.6	—	53.9	7.7	346	31	—	4	14.5
The University of Tennessee (1)	80.8	62.1	50.1	36.3	—	65.3	8.3	1,032	31	—	17	17.0
The University of Tennessee Health Science Center (1)	—	—	—	—	—	—	—	—	—	—	100	—
University of Memphis (1)	72.5	54.8	46.5	32.4	35.4	*55.5	—	746	37	—	11	15.4
Private												
AA												
Hiwassee College (1)	+	+	25.6	24.8	—	*25.3	5.2	20	35	—	5	11.7
William Moore College of Technology (1)	—	—	—	—	—	—	—	—	—	—	100	—
BA												
Baptist Memorial College of Health Sciences (1)	55.9	43.0	41.2	—	+	*44.0	—	24	79	—	43	12.4
Bryan College (1)	42.4	35.0	30.6	—	—	*37.0	—	34	18	—	—	12.2
Crichton College (1)	51.5	39.5	42.8	—	—	*44.1	—	18	28	—	31	—
Free Will Baptist Bible College (1)	—	—	—	—	34.7	34.7	4.3	17	24	—	—	8.4
King College (3)	—	—	—	—	—	38.4	—	38	—	—	—	—
Lambuth University (1)	40.3	35.2	34.5	38.6	—	*36.0	—	47	43	—	—	10.8
Lane College (1)	38.3	36.3	31.7	30.3	+	*32.6	—	46	26	—	—	—
Le Moyne-Owen College (1)	39.9	37.7	31.1	30.6	—	34.9	24.2	47	43	—	18	7.2
Martin Methodist College (1)	37.3	36.7	34.5	—	—	*36.6	8.0	22	32	—	8	8.6
Maryville College (1)	59.4	46.4	37.1	—	—	*45.8	3.1	59	46	—	—	10.7
O'More College of Design (1)	—	—	—	—	—	—	—	—	—	—	100	—
Tennessee Wesleyan College (1)	33.0	32.0	31.3	31.6	—	*31.9	—	41	59	—	2	—
BA+												
Aquinas College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Bethel College (1)	37.4	29.5	28.6	26.5	—	*30.7	-2.1	28	43	—	24	5.9
Carson-Newman College (1)	47.6	44.2	37.6	28.8	—	40.4	3.2	112	46	—	13	9.3
Christian Brothers University (1)	51.8	41.5	39.3	—	—	*44.6	—	103	30	—	—	11.0
Church of God Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Cumberland University (1)	36.4	37.1	33.8	31.5	—	*33.6	4.5	48	48	—	14	5.7
David Lipscomb University (1)	57.9	48.1	40.5	31.6	—	*46.9	—	114	25	—	—	12.4
Fisk University (1)	74.8	44.9	43.9	30.9	—	*47.5	—	61	38	—	—	12.0
Freed-Hardeman University (1)	54.0	50.3	39.4	32.5	—	*44.0	6.6	77	31	—	17	10.5
Johnson Bible College (1)	41.5	+	40.8	37.8	—	*40.8	9.6	23	9	—	—	14.8

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Lee University (1)	47.8	42.2	38.9	33.5	—	* 39.0	—	119	35	—	10	9.9
Lincoln Memorial University (1)	36.4	35.7	35.1	28.7	—	* 34.5	—	77	55	—	3	7.0
Memphis College of Art (1)	39.9	36.6	29.4	—	—	* 35.1	11.2	17	41	—	—	7.2
Milligan College (1)	47.5	40.9	33.3	—	—	40.0	4.2	61	46	—	5	7.9
Rhodes College (1)	69.7	54.2	46.4	37.7	—	52.8	0.2	137	32	—	—	10.1
Southern Adventist University (1)	—	—	—	—	—	—	—	—	—	—	100	—
Tennessee Temple University (1)	+	26.5	25.1	23.1	—	* 24.5	5.3	24	38	—	8	4.6
Tusculum College (1)	47.3	37.6	35.6	—	—	* 38.7	—	34	38	—	41	3.4
Union University (1)	55.3	47.8	40.8	36.5	—	46.9	9.7	146	44	—	—	12.3
Watkins College of Art and Design (1)	+	+	+	—	—	+	—	8	75	—	—	—
DOCTORAL												
Belmont University (1)	60.2	52.7	46.7	39.1	—	51.3	12.3	166	49	—	—	6.1
Emmanuel School of Religion (1)	45.4	+	+	—	—	* 45.4	10.3	9	—	—	—	26.2
Harding University Graduate School of Religion (2)	—	—	—	—	—	—	—	—	—	—	—	—
Meharry Medical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Memphis Theological Seminary (1)	53.1	+	+	—	—	* 53.1	13.1	11	36	—	—	9.4
Trevecca Nazarene University (1)	48.3	41.9	36.9	—	—	* 42.4	—	63	32	—	11	15.2
University of the South (1)	76.4	54.5	45.5	47.0	—	* 62.0	—	126	33	—	—	18.5
Vanderbilt University (1)	106.8	70.5	59.3	42.2	—	* 79.6	—	672	28	—	13	19.5
TEXAS												
Public												
AA												
Alvin Community College (1)	—	—	—	44.0	—	44.0	7.1	53	45	—	38	7.7
Amarillo College (1)	51.6	46.5	44.3	37.8	—	42.4	4.3	181	54	—	23	8.3
Angelina College (1)	—	—	—	—	43.8	43.8	-2.2	97	56	—	2	8.4
Austin Community College (1)	63.3	50.3	45.9	—	—	56.8	8.2	367	50	—	12	11.0
Blinn College (1)	—	—	—	40.2	—	40.2	-3.0	219	53	—	8	9.7
Brazosport College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Brookhaven College (1)	—	—	—	—	51.5	51.5	2.6	105	51	—	—	7.9
Cedar Valley College (1)	—	—	—	—	51.8	51.8	2.2	57	37	—	—	8.0
Central Texas College (1)	46.7	—	—	—	—	46.7	7.5	88	59	—	37	11.1
Cisco Junior College (1)	—	—	—	34.3	—	34.3	2.8	48	40	—	32	6.4
Clarendon College (1)	—	—	—	37.1	—	37.1	10.3	24	42	—	4	7.2
Coastal Bend College (1)	—	—	—	—	40.8	40.8	9.1	63	51	—	30	8.1
College of the Mainland (1)	57.0	47.3	42.3	—	—	47.2	10.6	61	51	—	23	8.2
Collin County Community College-Central Park (1)	44.9	—	—	—	—	44.9	14.7	177	50	—	5	4.8
Collin County Community College-Preston Ridge (2)	—	—	—	—	—	—	—	—	—	—	—	—
Collin County Community College-Spring Creek (2)	—	—	—	—	—	—	—	—	—	—	—	—
Del Mar College (1)	56.5	48.6	42.0	36.4	—	46.1	6.8	265	51	—	5	12.2
Eastfield College (1)	—	—	—	—	55.7	55.7	0.8	100	30	—	—	8.1
El Centro College (1)	—	—	—	—	51.2	51.2	3.0	110	68	—	—	7.8
El Paso Community College (1)	—	—	—	43.3	—	43.3	-1.5	322	50	—	11	9.7
Frank Phillips College (1)	—	—	—	—	41.5	41.5	15.5	28	61	—	10	1.7
Galveston College (1)	53.0	41.4	42.7	37.2	—	* 42.9	6.6	41	51	—	5	11.7
Grayson County College (3)	—	—	—	—	—	42.0	—	87	—	—	—	—
Hill College (1)	—	—	—	—	35.2	35.2	4.8	64	45	—	—	5.5
Houston Community College System (1)	—	—	—	—	43.8	43.8	3.6	419	51	—	43	7.5
Howard County Junior College District (1)	47.4	38.6	34.9	33.5	—	36.3	4.9	73	53	—	38	11.5
Kilgore College (1)	—	—	—	40.4	—	40.4	9.1	105	58	—	23	7.9

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Lamar State College-Orange (1)	+	+	40.0	32.6	—	* 34.4	—	41	61	—	9	7.2
Lamar State College-Port Arthur (1)	—	+	36.7	35.0	—	* 35.2	—	56	57	—	20	7.1
Laredo Community College (1)	—	—	—	—	43.4	43.4	0.0	158	41	—	17	—
Lee College (3)	—	—	—	—	—	60.8	—	157	—	—	—	—
McLennan Community College (1)	—	—	—	46.8	—	46.8	4.7	139	53	—	9	8.7
Midland College (1)	—	—	—	43.5	—	43.5	8.7	89	51	—	—	12.0
Mountain View College (1)	—	—	—	—	58.0	58.0	7.2	73	33	—	—	8.3
Navarro College (1)	—	—	—	40.7	—	40.7	6.2	65	60	—	13	7.1
North Central Texas College (1)	—	—	—	—	38.5	38.5	4.6	86	53	—	2	7.2
North Harris Montgomery Community College District (1)	49.1	38.3	35.8	—	—	45.5	2.3	353	52	—	13	7.4
North Lake College (1)	—	—	—	—	54.1	54.1	5.6	71	41	—	—	8.0
Northeast Texas Community College (1)	46.4	39.3	38.4	37.5	—	* 42.3	—	51	51	—	—	—
Northwest Vista College (1)	—	—	—	36.5	—	* 36.5	—	20	45	—	—	—
Odessa College (1)	48.9	42.4	40.1	35.5	—	40.9	5.2	96	50	—	19	9.7
Palo Alto College (1)	+	53.1	46.6	42.8	—	* 46.4	—	83	40	—	8	7.4
Panola College (1)	—	—	—	39.8	—	39.8	1.9	50	52	—	26	9.1
Paris Junior College (1)	—	—	—	41.1	—	41.1	5.8	62	56	—	14	6.2
Ranger College (1)	+	34.3	28.2	—	—	* 31.0	—	16	38	—	27	7.6
Richland College (1)	—	—	—	—	57.4	57.4	5.8	130	45	—	—	8.3
San Antonio College (1)	60.5	54.3	47.9	41.7	—	52.5	12.1	338	44	—	5	8.4
San Jacinto College-Central Campus (1)	—	—	—	45.6	—	45.6	8.7	184	48	—	17	231
San Jacinto College-North Campus (2)	—	—	—	—	—	—	—	—	—	—	—	—
San Jacinto College-South Campus (2)	—	—	—	—	—	—	—	—	—	—	—	—
South Plains College (1)	50.5	44.3	38.5	31.2	—	37.3	2.3	212	47	—	11	6.5
South Texas Community College (1)	—	—	—	36.8	—	36.8	8.9	259	37	—	9	9.1
Southwest College Institute for the Deaf (2)	—	—	—	—	—	—	—	—	—	—	—	—
Southwest Texas Junior College (1)	—	—	—	40.5	—	40.5	0.1	82	45	—	—	7.6
St Philips College (1)	60.0	53.7	48.4	39.6	—	45.1	12.0	157	40	—	5	7.2
Tarrant County College (1)	56.5	54.7	52.2	44.6	—	51.4	5.6	442	50	—	3	13.5
Temple College (1)	—	—	—	42.4	—	42.4	-1.7	56	48	—	29	6.0
Texarkana College (1)	49.1	43.6	39.1	37.7	—	* 44.0	—	73	63	—	34	7.1
Texas Southmost College (2)	—	—	—	—	—	—	—	—	—	—	—	—
Texas State Technical College-Harlingen (1)	—	—	—	—	+	+	10.1	4	50	—	97	—
Texas State Technical College-Waco (1)	—	—	—	—	37.4	37.4	9.3	9	33	—	97	—
Texas State Technical College-West Texas (1)	—	—	—	—	—	—	—	—	—	—	100	—
Trinity Valley Community College (1)	—	—	—	—	43.4	43.4	6.4	94	46	—	23	12.3
Tyler Junior College (1)	—	—	—	40.7	—	40.7	3.7	194	54	—	20	9.0
Vernon College (1)	—	—	—	34.3	—	34.3	-4.9	45	44	—	34	7.4
Victoria College (1)	—	—	—	44.0	—	44.0	4.3	86	48	—	19	11.3
Weatherford College (1)	—	—	—	41.7	—	41.7	1.8	57	46	—	24	2.9
Western Texas College (1)	47.6	42.1	35.6	33.4	—	* 36.8	—	35	31	—	20	7.6
Wharton County Junior College (1)	—	—	—	—	38.8	38.8	7.2	92	51	—	33	10.1
BA												
Texas A & M University-Galveston (1)	64.1	52.0	43.4	38.1	—	* 47.0	—	56	18	—	20	11.1
BA+												
Angelo State University (1)	60.9	53.4	45.9	29.1	40.5	48.2	9.4	200	41	—	6	14.2
Midwestern State University (1)	65.2	54.2	46.5	38.3	—	52.1	11.8	191	39	—	4	12.7
Sul Ross State University (1)	60.9	48.7	39.1	35.7	—	* 47.7	8.4	107	31	—	4	12.6
Tarleton State University (1)	60.3	50.4	43.4	36.6	—	45.3	9.2	254	39	—	14	10.9
Texas A & M International University (1)	76.3	54.0	46.9	33.8	—	* 50.4	—	120	38	—	12	11.3

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Texas A & M University-Texarkana (1)	63.4	+	47.1	—	—	* 58.5	—	35	40	—	5	12.9
The University of Texas Anderson Cancer Center (1)	—	—	—	—	—	—	—	—	—	—	100	—
The University of Texas at Brownsville (1)	57.8	51.9	46.8	38.0	—	47.5	7.4	242	43	—	9	11.9
The University of Texas at Tyler (1)	66.5	53.2	48.3	39.2	—	51.6	9.6	177	44	—	—	12.3
The University of Texas of the Permian Basin (1)	56.7	48.1	45.5	34.7	—	* 47.3	—	84	37	—	—	7.7
University of Houston-Clear Lake (1)	76.8	63.7	49.9	41.5	—	* 59.5	5.5	188	42	—	2	12.4
University of Houston-Downtown (1)	63.6	52.4	45.3	36.6	—	* 48.1	—	194	50	—	10	10.8
University of Houston-Victoria (1)	71.7	57.4	51.7	—	—	* 56.8	—	55	42	—	4	13.0
West Texas A & M University (1)	61.3	51.5	45.4	38.5	—	48.1	13.9	193	41	—	8	11.7
DOCTORAL												
Lamar University-Beaumont (1)	61.2	49.2	45.2	36.5	—	46.6	11.4	354	40	—	2	7.9
Prairie View A & M University (1)	58.2	47.9	43.7	37.7	—	* 45.3	—	208	35	—	19	12.2
Sam Houston State University (1)	68.0	53.7	46.5	37.1	—	* 54.0	8.3	376	37	—	4	12.3
Southwest Texas State University (1)	65.3	53.7	42.9	33.4	+	* 50.0	—	643	43	—	7	—
Stephen F Austin State University (1)	59.4	49.8	41.9	33.6	—	45.9	4.6	377	40	—	8	10.5
Texas A & M University (1)	88.1	62.1	53.1	34.7	—	* 64.6	16.9	829	29	—	48	13.9
Texas A & M University System Health Science Ctr (1)	—	—	—	—	—	—	—	—	—	—	100	—
Texas A & M University-Commerce (1)	67.0	51.7	44.8	40.7	—	51.2	6.2	236	35	—	3	12.6
Texas A & M University-Corpus Christi (1)	63.1	56.1	47.5	—	—	* 55.1	—	210	36	—	—	13.2
Texas A & M University-Kingsville (1)	60.2	51.3	43.7	27.0	—	* 48.3	7.0	289	34	—	—	9.2
Texas Southern University (1)	73.5	59.7	48.8	37.3	—	* 58.3	—	238	42	—	3	8.7
Texas Tech University (1)	86.1	60.2	49.7	35.5	—	62.1	7.1	846	29	—	4	14.1
Texas Tech University Health Sciences Center (1)	—	—	+	—	—	+	—	2	100	—	99	13.5
Texas Woman's University (1)	61.2	50.1	43.3	41.7	—	* 49.8	—	376	76	—	—	12.7
The University of Texas at Arlington (1)	75.4	56.4	49.7	34.2	37.1	* 57.2	—	649	33	—	—	15.3
The University of Texas at Austin (1)	98.8	63.5	60.0	45.8	—	73.8	9.0	2,228	32	—	—	15.4
The University of Texas at Dallas (1)	94.6	68.1	71.9	—	—	81.2	13.1	287	17	—	—	19.4
The University of Texas at El Paso (1)	71.0	55.2	47.9	38.0	—	52.3	4.8	559	36	—	—	14.7
The University of Texas at San Antonio (1)	78.6	61.3	50.1	36.9	—	* 59.7	—	397	28	—	1	17.0
The University of Texas Health Science Center (1)	—	—	—	—	—	—	—	—	—	—	100	—
The University of Texas Health Science-San Antonio (1)	69.5	63.7	47.2	45.6	+	* 51.7	—	59	98	—	85	11.5
The University of Texas Medical Branch-Galveston (1)	—	—	—	—	—	—	—	—	—	—	100	—
The University of Texas Southwest Med Ctr-Dallas (1)	—	—	—	—	—	—	—	—	—	—	100	—
The University of Texas-Pan American (1)	69.6	59.2	52.3	40.3	—	54.1	8.5	418	36	—	1	14.5
University of Houston-University Park (1)	91.6	62.8	55.2	37.5	47.9	70.2	4.6	799	29	—	16	13.7
University of North Texas (1)	75.3	57.8	48.4	36.7	—	* 57.8	—	775	34	—	—	11.5
Private												
AA												
Commonwealth Institute of Funeral Service (1)	—	—	—	—	—	—	—	—	—	—	100	—
Education America-Denver North Campus (3)	—	—	—	—	—	—	—	—	—	—	—	—
Jacksonville College-Main Campus (1)	—	—	—	23.4	—	23.4	8.8	8	38	—	27	6.2
Lon Morris College (3)	—	—	—	—	—	31.4	—	26	—	—	—	—
Texas Culinary Academy (3)	—	—	—	—	—	—	—	—	—	—	—	—
BA												
Arlington Baptist College (1)	—	—	—	—	—	—	—	—	—	—	100	—
College of St Thomas More (1)	—	—	—	—	—	—	—	—	—	—	100	—
Dallas Christian College (1)	—	—	—	—	—	—	—	—	—	—	100	—
East Texas Baptist University (1)	43.1	38.7	38.5	33.5	—	39.2	4.6	73	34	—	—	9.6
Howard Payne University (1)	45.6	39.0	35.9	31.8	—	* 39.0	—	62	37	—	16	10.9

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Huston-Tillotson College (1)	37.9	38.4	36.5	33.0	—	*36.5	—	37	51	—	—	6.2
Jarvis Christian College (3)	—	—	—	—	—	32.8	—	33	—	—	—	—
McMurry University (1)	50.6	44.0	37.8	31.8	—	42.8	3.2	75	33	—	—	8.3
Northwood University (1)	+	+	+	37.3	—	*37.3	1.2	15	20	—	—	6.6
Paul Quinn College (3)	—	—	—	—	—	33.9	—	23	—	—	—	—
Southwestern Christian College (1)	—	—	—	26.9	—	*26.9	—	10	10	—	—	2.6
Southwestern University (1)	81.2	60.2	46.1	38.3	—	59.3	5.6	109	45	—	1	22.0
Texas Chiropractic College Foundation Inc (1)	—	—	—	—	—	—	—	—	—	—	100	—
Texas College (1)	+	+	27.6	22.0	—	*24.2	—	27	41	—	7	5.5
Texas Lutheran University (1)	55.2	44.9	39.4	—	—	*44.4	—	63	32	—	—	—
Wiley College (1)	39.5	35.8	33.4	27.8	—	*32.6	—	39	28	—	13	4.5
BA+												
Amberton University (1)	—	—	—	—	—	—	—	—	—	—	100	—
Austin College (1)	70.7	55.2	43.9	—	—	*57.8	—	85	32	—	—	17.1
Austin Graduate School of Theology (1)	—	—	—	—	—	—	—	—	—	—	100	—
Baptist Hospital System-Institute of Health Educ (2)	—	—	—	—	—	—	—	—	—	—	—	—
Concordia University at Austin (1)	—	—	—	—	—	—	—	—	—	—	100	—
Dallas Baptist University (1)	53.7	51.9	45.3	—	—	50.9	11.2	44	43	—	41	14.1
Episcopal Theological Seminary of the Southwest (1)	—	—	—	—	—	—	—	—	—	—	100	—
Hardin-Simmons University (1)	53.7	48.1	40.0	30.7	—	43.7	8.3	102	33	—	20	13.0
Houston Baptist University (1)	51.4	46.0	42.9	33.4	—	*46.1	—	104	49	—	19	7.0
LeTourneau University (1)	54.1	48.1	42.6	37.5	—	*47.3	13.5	54	11	—	8	11.7
Lubbock Christian University (1)	46.3	41.3	36.5	31.0	—	*38.4	—	73	42	—	9	23.2
Saint Edward's University (1)	61.1	53.1	42.8	35.2	30.0	*51.1	—	100	44	—	15	—
Schreiner University (1)	47.4	38.4	34.3	—	—	*40.6	—	37	27	—	14	—
Southwestern Adventist University (1)	—	—	—	—	—	—	—	—	—	—	100	—
Southwestern Assemblies of God University (1)	43.4	40.1	37.7	33.1	—	*38.5	—	58	38	—	9	8.2
Texas Wesleyan University (1)	71.4	56.2	37.0	—	—	*58.6	—	110	38	—	—	10.9
Trinity University (1)	88.5	60.0	48.1	—	—	69.9	5.1	209	31	—	—	15.3
University of Central Texas (2)	—	—	—	—	—	—	—	—	—	—	—	—
University of Mary Hardin-Baylor (1)	53.6	47.4	36.3	37.7	—	44.4	10.2	98	51	—	4	16.4
Wayland Baptist University (1)	46.3	40.9	37.5	—	—	*40.7	—	54	33	—	41	11.0
DOCTORAL												
Abilene Christian University (1)	60.8	50.5	43.9	33.3	—	48.0	7.5	228	31	—	—	13.8
Austin Presbyterian Theological Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Baylor University (1)	81.7	62.1	49.3	40.5	—	60.7	5.3	725	37	—	—	17.5
Dallas Theological Seminary (1)	61.2	47.2	44.5	—	—	*56.6	—	48	6	—	17	11.5
Houston Graduate School of Theology (1)	—	—	—	—	—	—	—	—	—	—	100	—
Oblate School of Theology (3)	—	—	—	—	—	—	—	—	—	—	—	—
Our Lady of the Lake University-San Antonio (1)	61.4	52.1	41.7	36.2	—	*49.4	—	117	50	—	9	9.4
Rice University (1)	114.0	75.0	66.1	44.9	+	*90.6	8.1	471	21	—	—	19.7
Southern Methodist University (1)	99.1	66.0	60.5	42.6	61.0	*71.7	—	520	31	—	—	17.3
Southwestern Baptist Theological Seminary (3)	—	—	—	—	—	—	—	—	—	—	—	—
St Marys University (1)	79.6	56.0	45.4	28.6	—	*62.6	—	176	32	—	4	11.4
Texas Christian University (1)	87.6	64.1	57.6	44.8	—	66.3	8.4	391	37	—	0	16.4
University of Dallas (1)	65.4	51.2	40.4	31.9	—	50.1	15.8	103	32	—	20	13.2
University of St Thomas (1)	72.2	56.0	47.0	—	—	*59.2	6.1	110	34	—	2	11.6
University of the Incarnate Word (1)	56.8	50.2	45.4	40.3	—	*48.3	—	115	50	—	6	9.3

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
UTAH												
Public												
AA												
College of Eastern Utah (1)	—	—	—	43.0	—	43.0	12.0	71	27	—	10	18.9
Salt Lake Community College (1)	47.9	43.3	40.7	35.8	—	41.1	8.3	333	47	—	1	16.8
Snow College (1)	61.1	51.4	44.6	36.7	39.7	* 46.4	17.3	107	26	—	4	15.9
BA												
Dixie State College of Utah (1)	—	—	—	—	43.1	43.1	7.3	85	27	—	9	17.0
Utah Valley State College (1)	51.3	49.1	46.4	39.9	—	47.4	14.7	326	32	—	2	4.6
BA+												
Southern Utah University (1)	62.4	50.4	40.7	32.5	38.2	* 45.7	—	209	31	—	2	17.7
Weber State University (1)	62.4	50.3	42.3	37.3	—	50.7	9.0	440	38	—	3	17.0
DOCTORAL												
University of Utah (1)	86.3	59.6	53.8	39.9	—	68.4	10.3	847	32	—	8	19.8
Utah State University (1)	67.9	53.4	44.9	36.5	—	52.8	9.7	484	32	—	25	18.8
Private												
AA												
Latter Day Saints Business College (1)	—	—	—	44.5	—	44.5	3.0	14	50	—	—	17.9
BA+												
Western Governors University (1)	—	—	—	—	—	—	—	—	—	—	100	—
Westminster College (1)	60.4	50.6	46.0	39.2	—	* 50.5	—	104	47	—	—	15.0
DOCTORAL												
Brigham Young University (1)	84.9	64.6	55.1	42.5	—	* 68.6	11.6	864	18	—	34	15.2
VERMONT												
Public												
BA												
Vermont Technical College (1)	49.3	39.3	32.7	—	—	* 41.9	5.7	60	30	—	17	17.6
BA+												
Castleton State College (1)	50.9	42.0	34.5	—	—	42.6	6.5	83	45	—	2	14.7
Johnson State College (1)	51.0	40.8	34.7	—	—	* 45.3	—	56	39	—	—	16.5
Lyndon State College (1)	52.2	41.1	33.6	—	—	44.7	11.6	55	27	—	—	18.5
DOCTORAL												
University of Vermont and State Agricultural Coll (1)	74.9	56.9	47.0	37.1	46.5	* 57.1	—	485	39	—	7	16.1
Private												
AA												
Landmark College (1)	+	39.2	27.3	23.5	—	* 29.7	—	102	57	—	—	8.1
BA												
Champlain College (1)	50.2	47.2	44.5	39.0	—	46.1	12.0	41	44	—	38	10.5
Green Mountain College (1)	45.8	41.9	35.2	—	—	* 41.3	3.5	40	33	—	—	6.1
Southern Vermont College (1)	—	—	—	—	28.8	28.8	15.8	17	53	—	—	5.1
Sterling College (1)	—	—	—	—	+	+	12.4	4	50	—	—	4.9
BA+												
Bennington College (1)	—	—	—	—	46.0	* 46.0	—	62	42	—	—	9.1
College of St Joseph (1)	+	+	32.5	—	—	* 32.5	—	9	22	—	18	9.2
Fletcher Allen Health Care School of Cytotech (2)	—	—	—	—	—	—	—	—	—	—	—	—

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Goddard College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Marlboro College (1)	45.0	—	—	—	—	45.0	5.0	37	38	—	—	6.9
Norwich University (1)	56.8	47.2	39.2	—	—	* 49.6	—	104	26	—	—	15.6
Saint Michaels College (1)	61.8	53.0	43.5	39.8	—	52.0	8.9	141	39	—	—	19.9
School for International Training (1)	—	—	—	—	—	—	—	—	—	—	100	—
Trinity College of Vermont (3)	—	—	—	—	—	40.5	—	23	—	—	—	—
Vermont Law School (3)	—	—	—	—	—	—	—	—	—	—	—	—
Woodbury College (1)	—	—	—	—	—	—	—	—	—	—	100	—
DOCTORAL												
Middlebury College (1)	95.6	66.5	53.7	50.4	+	* 72.0	—	227	37	—	—	18.3
VIRGINIA												
Public												
AA												
Blue Ridge Community College (1)	58.8	52.3	42.1	36.8	—	45.1	2.7	41	44	—	9	12.1
Central Virginia Community College (1)	56.2	50.3	43.7	—	—	* 49.4	—	55	40	—	—	12.9
Dabney S Lancaster Community College (1)	+	53.0	40.8	38.9	—	* 42.6	—	22	41	—	—	11.8
Danville Community College (1)	57.5	45.4	43.7	36.7	—	* 45.2	—	52	27	—	—	12.1
Eastern Shore Community College (1)	+	47.7	40.8	32.0	—	* 40.9	—	17	29	—	6	11.4
Germanna Community College (1)	50.3	47.5	39.8	36.4	—	* 43.1	—	44	48	—	—	11.9
J Sargeant Reynolds Community College (1)	57.2	49.6	43.7	39.8	—	48.0	6.5	130	42	—	—	12.6
John Tyler Community College (1)	52.0	48.7	41.5	39.6	—	45.4	6.1	64	52	—	—	12.1
Lord Fairfax Community College (1)	49.5	45.3	40.0	35.6	—	* 42.5	7.4	51	35	—	—	11.5
Mountain Empire Community College (1)	50.0	47.4	40.8	35.9	—	* 44.1	—	50	42	—	—	11.8
New River Community College (1)	57.5	52.1	46.5	39.8	—	* 48.9	7.7	53	53	—	—	12.8
Northern Virginia Community College (1)	57.1	51.4	46.1	39.6	—	50.2	6.5	486	51	—	—	13.1
Patrick Henry Community College (1)	48.1	44.5	39.4	40.1	—	* 42.3	—	42	60	—	—	11.5
Paul D Camp Community College (1)	+	47.7	42.9	—	—	* 45.5	—	24	38	—	4	12.2
Piedmont Virginia Community College (1)	51.5	47.9	42.3	—	—	* 47.9	—	49	53	—	—	12.6
Rappahannock Community College (1)	+	46.9	48.8	—	—	* 47.3	6.6	26	46	—	—	12.2
Richard Bland the College of William and Mary (1)	56.3	49.7	39.3	—	—	* 48.8	—	35	51	—	—	12.1
Southside Virginia Community College (1)	50.3	43.9	44.1	35.8	+	* 42.4	—	45	47	—	21	11.5
Southwest Virginia Community College (1)	52.6	49.3	44.8	36.1	+	* 45.3	—	61	30	—	20	12.1
Thomas Nelson Community College (1)	53.3	47.1	41.6	36.7	+	* 44.4	—	91	55	—	3	11.9
Tidewater Community College (1)	50.6	47.4	40.8	35.6	—	44.9	5.7	236	45	—	12	12.0
Virginia Highlands Community College (1)	48.8	47.1	41.4	—	—	* 46.4	5.7	48	56	—	—	12.2
Virginia Western Community College (1)	49.7	49.5	43.1	35.1	—	* 46.0	—	79	52	—	4	12.2
Wytheville Community College (1)	51.0	47.0	41.8	35.5	—	44.7	6.0	47	51	—	—	12.0
BA												
Virginia Military Institute (1)	70.6	53.7	43.7	46.5	—	* 62.5	—	103	15	—	1	16.4
BA+												
Christopher Newport University (1)	74.6	59.1	47.1	35.9	—	* 57.4	—	184	37	—	—	14.8
Longwood College (1)	64.5	54.0	43.9	33.8	—	* 49.9	—	171	40	—	—	13.3
Mary Washington College (1)	75.4	56.2	42.2	40.2	—	* 55.8	—	190	42	—	6	14.7
Radford University (1)	62.4	52.1	43.3	35.6	—	52.9	6.1	358	42	—	—	—
University of Virginia's College at Wise (1)	68.9	63.2	46.8	33.8	—	* 51.8	—	68	41	—	1	13.3
Virginia State University (1)	65.5	57.6	47.1	39.3	—	53.2	8.5	155	36	—	14	14.5
DOCTORAL												
College of William and Mary (1)	98.9	66.7	56.4	39.9	—	74.5	12.5	491	32	—	10	18.3
George Mason University (1)	95.9	67.9	52.0	41.9	—	69.8	4.4	745	38	—	12	15.3

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
James Madison University (1)	71.3	59.1	46.1	39.5	—	56.4	6.1	638	38	—	—	15.9
Norfolk State University (1)	60.4	54.6	44.1	40.2	—	51.1	10.9	260	46	—	14	14.6
Old Dominion University (1)	83.5	59.7	51.1	42.1	—	60.7	2.3	552	36	—	7	—
University of Virginia-Main Campus (1)	102.5	71.6	57.8	44.2	—	80.1	12.7	850	29	—	19	17.9
Virginia Commonwealth University (1)	84.3	65.2	50.9	32.2	—	* 63.2	—	556	38	—	33	15.0
Virginia Polytechnic Institute and State Univ (1)	91.1	66.8	55.2	33.9	—	68.6	8.6	1,021	30	—	21	15.0
Private												
BA												
Bluefield College (1)	43.0	39.1	30.6	23.3	—	* 33.1	-4.2	33	36	—	3	6.4
Bridgewater College (1)	54.7	50.3	41.8	29.7	—	* 46.3	—	79	33	—	1	8.7
Community Hosp of Roanoke Valley Coll of Hlth Sci (1)	+	+	41.0	—	—	* 41.0	15.3	10	80	—	76	4.6
Ferrum College (1)	49.7	41.9	37.4	28.5	—	42.0	4.9	65	42	—	—	9.4
Hampden-Sydney College (1)	67.6	53.3	43.7	38.0	—	* 52.7	—	96	27	—	—	12.8
Johnson & Wales University-Norfolk (1)	—	+	41.1	35.0	—	* 39.2	—	18	33	—	—	9.7
Randolph-Macon College (1)	66.1	49.7	41.9	—	—	* 52.9	14.5	84	38	—	—	12.7
Randolph-Macon Woman's College (1)	64.0	51.9	42.2	33.8	+	* 52.4	—	72	49	—	—	12.9
Roanoke College (1)	62.4	51.1	40.4	—	—	53.1	8.3	96	36	—	—	13.4
Saint Pauls College (1)	37.0	+	35.4	28.4	—	* 34.5	—	29	24	—	9	7.5
Sweet Briar College (1)	62.5	53.3	42.9	—	—	55.9	9.0	71	48	—	—	14.6
Virginia Intermont College (1)	43.0	38.7	34.9	22.8	—	* 36.8	3.7	38	53	—	10	6.5
Virginia Wesleyan College (1)	57.8	48.8	40.2	—	—	* 49.3	2.7	75	37	—	—	—
Washington and Lee University (1)	98.4	62.4	58.1	—	—	81.0	6.7	171	22	—	—	19.2
BA+												
Averett University (1)	46.6	40.4	37.1	34.2	—	* 41.8	—	60	37	—	—	9.2
Eastern Mennonite University (1)	49.1	42.2	34.1	32.5	—	40.2	2.6	97	36	—	—	9.9
Emory and Henry College (1)	61.6	46.3	37.2	—	—	* 46.5	—	62	32	—	—	9.2
Hollins University (1)	63.2	48.7	42.0	—	—	* 51.7	—	75	51	—	—	—
Institute of Textile Technology (1)	—	—	—	—	—	—	—	—	—	—	100	—
Lynchburg College (1)	58.9	52.8	45.3	34.4	—	* 51.8	—	109	38	—	—	11.9
Mary Baldwin College (1)	61.0	49.1	41.4	—	—	50.4	6.7	59	54	—	14	10.7
Marymount University (1)	64.1	51.0	43.1	—	—	53.5	5.3	119	61	—	2	11.1
Rockingham Memorial Hospital School of Med Techn (2)	—	—	—	—	—	—	—	—	—	—	—	—
University of Richmond (1)	94.2	66.7	54.9	45.2	—	* 71.5	—	224	34	—	7	16.6
DOCTORAL												
Baptist Theological Seminary at Richmond (1)	—	—	—	—	—	—	—	—	—	—	100	—
Hampton University (1)	66.5	50.6	43.2	36.5	—	48.9	6.2	240	50	—	21	7.1
Liberty University (1)	48.0	42.0	35.8	27.6	—	41.1	7.0	148	36	—	14	10.3
Protestant Episcopal Theological Seminary in Va (3)	—	—	—	—	—	—	—	—	—	—	—	—
Regent University (1)	74.7	65.0	51.7	51.5	—	* 64.7	9.8	69	22	—	39	—
Shenandoah University (1)	62.6	51.6	44.0	36.6	—	53.1	9.5	95	44	—	40	11.8
Union Theological Seminary and Presbyterian School (1)	—	—	—	—	—	—	—	—	—	—	100	—
Virginia Union University (1)	—	—	—	—	—	—	—	—	—	—	100	—
WASHINGTON												
Public												
AA												
Bates Technical College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Bellevue Community College (1)	—	—	—	—	47.5	47.5	5.3	147	50	—	—	13.5
Bellingham Technical College (1)	—	—	—	—	48.5	48.5	7.6	40	33	—	15	13.0

BEST COPY AVAILABLE

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Big Bend Community College (1)	—	—	—	—	43.5	43.5	6.2	46	35	—	2	—
Cascadia Community College (1)	—	—	—	—	45.8	45.8	—	19	42	—	—	12.5
Centralia College (1)	—	—	—	—	46.3	46.3	11.6	58	43	—	2	—
Clark College (1)	—	—	—	—	43.7	43.7	8.9	142	49	—	—	12.7
Clover Park Technical College (1)	—	—	—	42.5	—	* 42.5	—	8	88	—	92	12.2
Columbia Basin College (1)	—	—	—	—	44.4	44.4	9.5	102	47	—	4	15.9
Edmonds Community College (1)	—	—	—	—	47.8	47.8	8.5	127	51	—	—	13.2
Everett Community College (1)	—	—	—	—	43.7	43.7	11.9	110	52	—	—	12.8
Grays Harbor College (1)	—	—	43.6	—	—	43.6	4.4	54	31	—	—	12.2
Green River Community College (1)	—	—	—	—	46.2	46.2	2.4	119	41	—	—	12.7
Highline Community College (1)	—	—	—	48.1	—	48.1	10.6	107	57	—	—	—
Lake Washington Technical College (1)	—	—	—	46.0	—	46.0	7.7	58	50	—	—	12.7
Lower Columbia College (1)	—	—	—	—	44.5	44.5	4.2	74	43	—	—	13.1
Northwest Indian College (1)	—	—	—	27.5	—	27.5	-8.9	24	63	—	—	10.3
Olympic College (1)	—	—	—	—	49.3	49.3	21.0	90	47	—	—	13.9
Peninsula College (1)	—	—	—	—	43.8	43.8	8.4	57	44	—	12	12.5
Pierce College at Fort Steilacoom (1)	—	—	—	—	44.4	44.4	10.2	78	47	—	1	13.4
Pierce College at Puyallup (1)	—	—	—	—	40.3	40.3	—	34	47	—	—	12.6
Renton Technical College (1)	—	—	—	46.1	—	46.1	8.3	70	40	—	1	12.9
Seattle Community College-Central Campus (1)	—	—	—	—	45.0	45.0	6.9	139	49	—	1	12.9
Seattle Community College-North Campus (1)	—	—	—	—	47.0	47.0	9.4	105	50	—	—	13.4
Seattle Community College-South Campus (1)	—	—	—	—	46.0	46.0	9.1	75	35	—	—	13.3
Shoreline Community College (1)	—	—	—	—	49.8	49.8	8.7	132	55	—	—	13.4
Skagit Valley College (1)	—	—	—	—	44.5	44.5	14.1	94	54	—	2	12.7
South Puget Sound Community College (1)	—	—	—	—	42.6	42.6	11.3	95	48	—	—	12.1
Spokane Community College (1)	—	—	—	—	47.8	47.8	7.3	187	36	—	—	14.3
Spokane Falls Community College (1)	—	—	—	—	45.9	45.9	6.4	163	49	—	—	13.9
Tacoma Community College (1)	—	—	—	—	49.4	49.4	8.0	91	45	—	—	13.5
Walla Walla Community College (1)	—	—	—	—	46.0	46.0	11.4	93	44	—	1	13.3
Wenatchee Valley College (1)	—	—	—	—	46.0	46.0	9.8	60	47	—	—	13.1
Whatcom Community College (1)	—	—	—	—	41.5	41.5	10.3	55	55	—	—	12.7
Yakima Valley Community College (1)	—	—	—	48.5	—	48.5	11.0	100	54	—	—	12.9
BA+												
Central Washington University (1)	61.5	50.9	43.7	34.3	—	51.8	8.7	331	34	—	2	12.6
Eastern Washington University (1)	62.7	50.5	46.1	—	33.1	50.0	7.8	343	44	—	3	13.4
Evergreen State College (1)	—	—	—	—	53.5	53.5	14.0	159	52	—	—	14.2
Harborview Medical Center-University of Washington (2)	—	—	—	—	—	—	—	—	—	—	—	—
University of Washington-Bothell Campus (1)	81.1	69.8	66.7	61.1	—	65.0	15.3	116	38	—	4	—
University of Washington-Tacoma Campus (1)	78.5	63.0	59.6	99.4	—	78.8	47.7	113	66	—	3	—
Western Washington University (1)	66.5	53.7	46.4	40.4	—	* 55.4	—	448	34	—	—	13.0
DOCTORAL												
University of Washington-Seattle Campus (1)	87.6	63.6	57.4	47.0	71.0	71.0	10.8	2,956	34	—	14	—
Washington State University (1)	79.5	60.1	53.3	36.0	52.4	60.0	7.7	773	35	—	22	14.9
Private												
BA												
Cornish College of the Arts (1)	—	—	—	—	—	—	—	—	—	—	100	—
Henry Cogswell College (1)	—	+	—	—	—	+	—	1	—	—	91	8.6
Puget Sound Christian College (1)	44.8	41.5	+	—	—	* 42.9	—	9	22	—	—	5.7
Trinity Lutheran College (3)	—	—	—	—	—	—	—	—	—	—	—	—
Whitman College (1)	—	—	—	—	—	—	—	—	—	—	100	—

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
BA+												
Antioch University-Seattle Branch (1)	—	—	—	—	—	—	—	—	—	—	100	—
Bastyr University (1)	—	—	—	—	—	—	—	—	—	—	100	—
City University (1)	—	—	—	—	—	—	—	—	—	—	100	—
Fuller Theological Seminary in Washington (2)	—	—	—	—	—	—	—	—	—	—	—	—
Golden Gate University-Seattle (2)	—	—	—	—	—	—	—	—	—	—	—	—
Heritage College (1)	+	—	38.5	—	—	* 38.5	—	14	50	—	48	7.8
Northwest Baptist Seminary (1)	—	—	—	—	—	—	—	—	—	—	100	—
Northwest College of the Assemblies of God (1)	50.4	41.8	40.5	—	—	* 41.9	—	39	38	—	17	12.0
Pacific Lutheran University (1)	61.9	51.7	43.2	37.0	—	* 51.5	—	225	45	—	0	11.5
Saint Martins College (3)	—	—	—	—	—	41.9	—	54	—	—	—	—
University of Puget Sound (1)	80.0	60.2	49.6	47.6	—	62.2	5.3	218	40	—	1	16.8
Walla Walla College (1)	42.4	40.2	38.6	34.2	—	40.1	7.9	137	37	—	—	10.1
Whitworth College (1)	62.4	48.9	41.5	35.4	—	49.7	6.8	104	37	—	—	16.4
DOCTORAL												
Gonzaga University (1)	78.8	53.2	43.8	32.5	—	55.8	6.9	256	32	—	7	12.3
Seattle Pacific University (1)	61.9	50.6	43.5	35.7	—	* 52.4	6.8	173	34	—	—	14.4
Seattle University (1)	85.8	64.4	51.9	40.9	67.6	62.2	9.7	310	43	—	6	16.5
WEST VIRGINIA												
Public												
AA												
Eastern West Virginia Comm and Tech College (1)	—	—	—	—	—	+	—	1	—	—	67	7.1
Potomac State College of West Virginia University (1)	48.5	40.8	36.2	25.5	—	* 38.7	-7.2	31	35	—	14	10.4
Southern West Virginia Community and Techn College (1)	52.7	43.5	38.0	29.2	—	40.7	5.7	60	52	—	—	9.3
West Virginia Northern Community College (1)	46.6	36.4	32.7	27.8	—	40.2	2.5	51	61	—	—	9.9
BA												
Bluefield State College (1)	58.3	46.3	43.3	34.6	—	* 48.6	—	78	44	—	3	10.9
Concord College (1)	58.7	47.0	40.4	31.8	—	* 43.5	—	96	39	—	4	11.6
Fairmont State College (1)	55.0	47.1	42.4	39.1	—	46.5	6.6	183	40	—	9	10.5
Glenville State College (1)	60.0	48.6	39.9	31.9	—	* 46.6	10.6	60	33	—	13	12.2
Shepherd College (1)	56.1	48.1	39.6	—	—	* 46.7	9.2	115	40	—	3	10.0
West Liberty State College (1)	56.4	46.2	36.8	31.8	—	44.9	11.6	112	35	—	—	11.7
West Virginia State College (1)	57.4	48.2	42.1	35.0	—	45.2	7.5	131	47	—	—	11.4
West Virginia University at Parkersburg (1)	47.5	39.3	36.0	32.5	—	40.8	4.6	87	46	—	4	8.9
BA+												
West Virginia University Institute of Technology (1)	53.5	44.3	35.0	27.7	—	45.8	5.2	101	31	—	5	11.3
DOCTORAL												
Marshall University (1)	61.0	49.9	39.2	30.8	+	* 49.9	—	458	40	—	—	11.0
West Virginia University (1)	74.5	55.8	45.3	31.7	—	* 58.8	6.5	620	31	—	23	11.6
Private												
BA												
Appalachian Bible College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Bethany College (1)	54.0	42.3	33.1	—	—	46.3	3.1	53	26	—	4	13.3
Davis and Elkins College (1)	41.6	38.7	32.4	—	—	* 36.5	—	44	39	—	2	—
Ohio Valley College (1)	36.9	34.5	27.4	—	—	* 33.4	—	16	25	—	11	5.1
BA+												
Alderson Broaddus College (1)	41.9	36.8	34.0	—	—	* 35.9	—	52	58	—	16	12.2
Camcare Health Educ & Res Inst Sch of Cytotech (1)	—	—	—	—	—	—	—	—	—	—	100	—

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Mountain State University (1)	†	†	37.2	32.2	—	* 33.2	-5.9	35	63	—	40	10.5
Salem International University (1)	†	39.8	32.6	29.9	†	* 35.0	—	32	47	—	9	6.5
University of Charleston (1)	—	—	—	—	—	—	—	—	—	—	100	—
West Virginia Wesleyan College (1)	51.4	44.4	37.8	31.1	—	43.6	3.2	84	37	—	—	12.7
Wheeling Jesuit University (1)	54.6	47.9	41.2	36.3	—	* 44.1	—	77	40	—	9	12.9
WISCONSIN												
Public												
AA												
Blackhawk Technical College (1)	—	—	—	—	54.0	54.0	6.3	102	51	—	—	15.8
Chippewa Valley Technical College (1)	—	—	—	—	52.8	52.8	5.0	143	43	—	25	20.0
Fox Valley Technical College at Appleton (1)	—	—	—	60.7	—	60.7	15.4	133	50	—	20	18.7
Gateway Technical College (1)	—	—	—	59.9	—	59.9	9.4	268	60	—	—	23.0
Lac Courte Oreilles Ojibwa Community College (1)	—	—	—	—	—	—	—	—	—	—	100	—
Lakeshore Technical College (1)	—	—	—	56.3	—	56.3	10.2	89	57	—	13	20.3
Madison Area Technical College (1)	—	—	—	62.1	—	62.1	7.1	410	48	—	—	23.6
Mid-State Technical College (1)	—	—	—	—	52.6	52.6	8.4	85	47	—	12	19.3
Milwaukee Area Technical College (1)	—	—	—	69.1	—	69.1	8.6	600	48	—	—	21.0
Moraine Park Technical College (1)	—	—	—	51.1	—	51.1	0.1	143	43	—	7	19.3
Nicolet Area Technical College (1)	—	—	—	62.8	—	62.8	24.0	57	47	—	34	18.2
Northcentral Technical College (1)	—	—	—	—	51.8	51.8	5.2	153	52	—	—	13.8
Northeast Wisconsin Technical College (1)	—	—	—	54.8	—	54.8	4.0	173	40	—	19	19.7
Southwest Wisconsin Technical College (1)	—	—	—	44.2	—	44.2	2.5	80	55	—	9	8.9
University of Wisconsin Colleges (1)	59.8	49.2	38.7	—	—	49.0	5.1	277	35	—	—	16.1
Waukesha County Technical College (1)	—	—	—	—	58.0	58.0	5.4	160	41	—	—	17.3
Western Wisconsin Technical College (1)	—	—	—	—	48.6	48.6	3.8	200	53	—	3	16.4
Wisconsin Indianhead Technical College (1)	—	—	—	47.8	—	47.8	10.5	145	41	—	2	—
BA+												
University of Wisconsin-Eau Claire (1)	64.0	52.5	45.0	—	—	54.9	6.5	363	35	—	1	17.1
University of Wisconsin-Green Bay (1)	60.9	52.5	44.2	40.2	—	49.9	3.7	168	38	—	1	16.2
University of Wisconsin-La Crosse (1)	68.6	55.1	46.0	40.5	—	* 54.5	—	348	35	—	2	17.0
University of Wisconsin-Oshkosh (1)	67.3	54.4	47.6	43.3	—	* 54.7	—	320	35	—	1	17.1
University of Wisconsin-Parkside (1)	66.2	57.7	46.0	35.9	—	* 52.9	—	161	39	—	1	16.7
University of Wisconsin-Platteville (1)	66.5	52.4	45.9	39.4	—	55.5	5.6	204	29	—	2	17.2
University of Wisconsin-River Falls (1)	60.4	50.9	46.7	42.4	—	54.2	5.7	218	36	—	1	17.0
University of Wisconsin-Stevens Point (1)	65.1	52.0	44.4	40.8	—	* 56.5	—	312	31	—	2	17.4
University of Wisconsin-Stout (1)	63.7	52.0	45.4	42.0	—	54.4	6.9	269	34	—	1	17.0
University of Wisconsin-Superior (1)	60.7	50.5	45.5	—	—	* 53.6	7.5	91	30	—	4	16.8
University of Wisconsin-Whitewater (1)	68.7	54.7	48.1	39.5	—	* 54.2	—	352	39	—	1	17.0
DOCTORAL												
University of Wisconsin-Madison (1)	93.6	71.9	59.9	55.6	—	* 81.3	—	1,310	29	—	12	21.0
University of Wisconsin-Milwaukee (1)	80.1	62.6	54.7	47.0	—	* 65.1	7.5	734	38	—	5	18.7
Private												
AA												
College of the Menominee Nation (1)	—	—	—	36.7	—	36.7	8.8	12	42	—	8	9.7
BA												
Bellin College of Nursing (1)	—	†	50.4	—	—	* 50.4	12.1	14	100	—	—	11.6
Beloit College (1)	67.7	51.0	42.3	—	—	53.7	3.0	99	42	—	—	14.6
Lawrence University (1)	69.2	55.6	45.9	34.3	—	* 53.8	—	130	38	—	—	10.9

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Milwaukee Institute of Art Design (1)	52.2	45.1	38.1	—	+	* 45.6	2.7	36	47	—	—	—
Mount Senario College (1)	+	37.2	31.8	—	—	* 34.8	—	22	27	—	—	7.3
Northland College (1)	53.3	41.7	35.8	—	—	* 44.4	7.9	47	17	—	—	11.0
Ottawa University-Milwaukee (1)	—	—	—	—	—	—	—	—	—	—	100	—
Ripon College (1)	55.3	45.6	37.0	—	—	* 50.4	—	57	32	—	—	12.9
Wisconsin Lutheran College (1)	55.3	45.2	37.9	31.5	—	* 42.5	—	45	33	—	—	28.9

BA+

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Alverno College (1)	52.2	41.3	34.2	—	—	40.7	15.5	100	77	—	1	—
Carroll College (1)	59.1	51.5	39.7	35.4	—	* 47.8	7.5	96	40	—	8	13.3
Carthage College (1)	59.6	51.4	41.5	—	—	48.6	3.7	102	33	—	—	14.2
Concordia University-Wisconsin (1)	54.6	51.5	44.9	39.7	—	47.6	6.4	92	46	—	—	12.6
Lakeland College (1)	55.3	47.8	42.3	35.1	—	* 46.3	8.2	36	36	—	18	—
Maranatha Baptist Bible College Inc (1)	—	—	—	—	—	—	—	—	—	—	100	—
Marian College of Fond du Lac (1)	56.0	45.4	38.5	33.7	—	43.0	8.9	62	40	—	6	10.7
Milwaukee School of Engineering (1)	60.8	55.1	54.2	42.8	—	* 56.5	—	108	22	—	8	13.6
Mount Mary College (1)	51.2	42.8	35.8	36.4	—	* 41.5	—	64	80	—	9	—
Nashotah House (1)	—	—	—	—	—	—	—	—	—	—	100	—
Sacred Heart School of Theology (1)	53.4	47.4	40.4	—	+	* 47.7	12.4	13	23	—	—	—
Saint Norbert College (1)	62.2	52.9	44.6	—	—	* 50.4	—	98	33	—	—	17.1
Silver Lake College (1)	39.7	40.0	34.7	29.1	—	* 36.9	—	22	64	—	8	—
Viterbo University (1)	53.9	44.9	38.7	35.0	—	* 42.2	—	90	52	—	—	10.9

DOCTORAL

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Cardinal Stritch University (1)	55.6	47.2	40.1	33.7	—	42.3	8.4	86	59	—	12	7.5
Edgewood College (1)	53.2	44.9	38.9	34.2	—	* 45.2	7.7	80	45	—	2	11.1
Marquette University (1)	78.9	61.4	51.0	—	—	63.8	7.3	408	30	—	14	18.5
Wisconsin School of Professional Psychology (1)	—	—	—	—	—	—	—	—	—	—	100	—

WYOMING

Public

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	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
Casper College (1)	—	—	—	39.9	—	39.9	10.3	143	45	—	4	7.2
Central Wyoming College (1)	43.0	+	36.6	33.3	—	* 37.3	—	37	57	—	—	10.4
Eastern Wyoming College (1)	—	—	—	—	40.1	40.1	24.0	35	43	—	5	10.7
Laramie County Community College (1)	—	—	—	—	42.1	42.1	21.1	69	42	—	5	11.6
Northwest Community College (1)	47.2	44.3	40.7	33.8	—	40.5	21.8	76	30	—	—	10.7
Sheridan College (1)	—	—	—	—	41.8	41.8	21.0	74	55	—	1	11.4
Western Wyoming Community College (1)	59.4	47.2	38.2	33.3	—	* 39.8	—	60	50	—	3	9.9

DOCTORAL

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# Fac. (#)	% Fem. (%)	% Ten. (%)	% 11/12 (%)	Avg. Bene. ($)
University of Wyoming (1)	69.3	52.5	49.7	36.4	—	* 54.8	—	506	32	—	16	13.2

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EFF-089 (1/2003)